AMHERST COLLEGE

1983-1984 CATALOG

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Amherst College

1983-1984 Catalog

DIRECTIONS FOR CORRESPONDENCE

The post office and telegraph address of the College is Amherst, Massachusetts, 01002. The telephone number for all departments is 542-2000 (Area Code 413).

General information about Amherst College is available upon request from the Public Affairs Office, Box 65, Amherst College, Amherst, Massachusetts 01002.

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Alumni matters	Kent W. Faerber, *Secretary of the Alumni Council*
Business matters	George B. May, *Treasurer*
Financial Aid	Joe Paul Case, *Dean of Financial Aid*
Student affairs	Kathleen Deignan, *Acting Dean of Students*
Transcripts and records	Gerald M. Mager, *Registrar*

Catalog preparation by Elizabeth J. Rolander, *Editorial Assistant*

NEA S&C

Amherst College is accredited by the New England Association of Schools and Colleges which accredits schools and colleges in the six New England states. Membership in the Association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators.

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Contents

CALENDAR

I THE CORPORATION 3
FACULTY 4
ADMINISTRATIVE AND PROFESSIONAL OFFICERS 24

II AMHERST COLLEGE 33

III ADMISSION 43
TUITION AND FEES 44
FINANCIAL AID 47

IV GENERAL REGULATIONS 53
DEGREE REQUIREMENTS 61

V COURSES OF INSTRUCTION 71

VI LECTURESHIPS 267
HONORS 268
FELLOWSHIPS 271
PRIZES AND AWARDS 277
FELLOWS 283
ENROLLMENT 292

College Calendar

1983

September 5, Monday. Freshman Orientation begins.

September 9, Friday. First semester classes begin.

September 10, Saturday. Thursday classes held.

September 21, Wednesday. Last day for first semester course changes.

November 2, Wednesday. Last day for freshmen and first semester transfer students to obtain permission to drop a course without penalty.

November 19-27, Saturday-Sunday. Thanksgiving recess.

December 14, Wednesday. Last day of first semester classes.

December 17-21, Saturday-Wednesday. First semester examination period.

December 22, Thursday. Winter recess begins.

1984

January 9, Monday. Winter recess ends; beginning of Interterm.

January 29, Sunday. Interterm ends.

January 30, Monday. Second semester classes begin.

February 10, Friday. Last day for second semester course changes.

March 17-25, Saturday-Sunday. Spring recess.

March 30, Friday. Last day for freshmen and first semester transfer students to obtain permission to drop a course without penalty.

May 11, Friday. Last day of second semester classes.

May 14-18, Monday-Friday. Second semester examination period.

May 27, Sunday. Commencement.

I

THE CORPORATION
FACULTY
ADMINISTRATIVE AND PROFESSIONAL OFFICERS

The Corporation

CHAIRMAN OF THE CORPORATION

George Bickley Beitzel, M.B.A., *Armonk, New York*

HONORARY CHAIRMAN OF THE CORPORATION AND TRUSTEE EMERITUS

John Jay McCloy, LL.B., *New York, New York*

ACTING PRESIDENT OF THE COLLEGE

G. Armour Craig, PH.D., *Amherst, Massachusetts*

TRUSTEES

Karl Frank Austen, M.D., *Boston, Massachusetts*
Martha Lynn Byorum, M.B.A., *New York, New York*
Theodore Lamont Cross II, J.D., *New York, New York*
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Dick Hubert, B.A., *New York, New York*
Samuel Farrand Kitchell, B.A., *Phoenix, Arizona*
William Clarence Liedtke, Jr., LL.B., *Houston, Texas*
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Robert Jackson McKean, Jr., LL.B., *New York, New York*
Edward Noonan Ney, B.A., *New York, New York*
Edward Everett Phillips, LL.B., *Boston, Massachusetts*
Talcott Williams Seelye, B.A., *Bethesda, Maryland*
Jane Dalton Weinberger, B.S., *Washington, D.C.*
Robert Louis Woodbury, PH.D., *Portland, Maine*
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TRUSTEES EMERITI

Julius Seelye Bixler, PH.D., *Jaffrey, New Hampshire*
Howard Oliver Colgan, Jr., LL.B., *Wyckoff, New Jersey*
Walter Gellhorn, LL.B., *New York, New York*
Harry William Knight, M.B.A., *New York, New York*
Oliver Boutwell Merrill, LL.B., *New York, New York*
George Latimer Shinn, B.A., *New York, New York*

SECRETARY OF THE CORPORATION

John Lewis Callahan, Jr., B.A., *Amherst, Massachusetts*

ASSISTANT SECRETARY OF THE CORPORATION

George Burnham May, B.A., *Amherst , Massachusetts*

The corporate name of the College is

THE TRUSTEES OF AMHERST COLLEGE

Faculty

EMERITI

Calvin Hastings Plimpton, *President, Emeritus.* A.B. (1939) Amherst College; M.D. (1943), M.A. (1947) Harvard University; Med. Sc.D. (1951) Columbia University; LL.D. (1960) Williams College; LL.D. (1961) Wesleyan University; Sc.D. (1962) Rockford College; LL.D. (1962) Doshisha University; L.H.D. (1962) University of Massachusetts; Sc.D. (1963) Saint Mary's College; LL.D. (1963) St. Lawrence University; Litt.D. (1965) American International College; Sc.D. (1966) Trinity College; Sc.D. (1967) Grinnell College; Litt.D. (1969) Michigan State University; LL.D. (1971) Amherst College.

John William Ward, *President, Emeritus.* A.B. (1945) Harvard College; M.A. (1950), Ph.D. (1953) University of Minnesota; A.M. (hon. 1965), LL.D. (hon. 1979) Amherst College.

George William Bain, *Samuel A. Hitchcock Professor of Mineralogy and Geology, Emeritus.* B.Sc. (1921), M.Sc. (1923) McGill University; M.A. (1923), Ph.D. (1927) Columbia University; A.M. (hon. 1941) Amherst College.

Theodore Baird, *Samuel Williston Professor of English, Emeritus.* B.A. (1921) Hobart College; M.A. (1922), Ph.D. (1929) Harvard University; A.M. (hon. 1939) Amherst College.

Robert Hermann Breusch, *Walker Professor of Mathematics, Emeritus.* Ph.D. (1932) University of Freiburg; A.M. (hon. 1954) Amherst College.

Reginald Foster French, *Professor of Romance Languages, Emeritus.* B.A. (1927) Dartmouth College; M.A. (1928), Ph.D. (1934) Harvard University; A.M. (hon. 1947) Amherst College.

Alfred Freeman Havighurst, *Professor of History, Emeritus.* B.A. (1925) Ohio Wesleyan University; M.A. (1928) University of Chicago; Ph.D. (1936) Harvard University; A.M. (hon. 1955) Amherst College.

Kurt Maximilian Hertzfeld, *Treasurer, Emeritus.* B.A. (1941), MBA (1942) Harvard University; A.M. (hon. 1969) Amherst College.

George Wallace Kidder, *Stone Professor of Biology, Emeritus.* B.A. (1926) University of Oregon; M.A. (1929) University of California; Ph.D. (1932) Columbia University; A.M. (hon. 1949) Amherst College; Sc.D. (hon. 1950) Wesleyan University.

Benjamin Franklin McCabe, *Parmly Billings Professor of Physical Education, Emeritus.* B.A. (1946) Iowa State Teacher's College; A.M. (hon. 1964) Amherst College.

Ralph Cleland McGoun, Jr., *Professor of Dramatic Arts, Emeritus.* A.B. (1927), A.M. (hon. 1929) Amherst College.

Newton Felch McKeon, *Professor of English and Director of Robert Frost Library, Emeritus.* A.B. (1926) Amherst College.

Henry George Mishkin, *Professor of Music, Emeritus.* B.A. (1931) University of California; M.A. (1937), Ph.D. (1938) Harvard University; A.M. (hon. 1954) Amherst College.

Charles Hill Morgan, *Professor of Fine Arts on the William R. Mead Foundation, Emeritus.* B.A. (1924), M.A. (1926), Ph.D. (1928) Harvard University; A.M. (hon. 1938) Amherst College; LL.D. (1960) University of Vermont.

Harold Henry Plough, *Edward S. Harkness Professor of Biology, Emeritus.* A.B. (1913) Amherst College; M.A. (1915), Ph.D. (1917) Columbia University; Sc.D. (1963) Amherst College.

Steve Martin Rostas, *Professor of Physical Education, Emeritus.* B.A. (1921) Br. Eötüos, Budapest; M.Ed. (1942) University of Massachusetts; A.M. (hon. 1961) Amherst College.

Edward Dwight Salmon, *Winkley Professor of History, Emeritus.* B.S. (1917) University of Rochester; M.A. (1923), Ph.D. (1934) Harvard University; A.M. (hon. 1938) Amherst College.

Anthony Scenna, *Professor of German, Emeritus.* A.B. (1927) Amherst College; M.A. (1929), Ph.D. (1937) Columbia University.

Oscar Emile Schotté, *Rufus Tyler Lincoln Professor of Biology, Emeritus.* B.S. (1920), Sc.D. (1925) University of Geneva; A.M. (hon. 1944) Amherst College.

Theodore Soller, *Professor of Physics, Emeritus.* B.A. (1922) Oberlin College; M.A. (1924), Ph.D. (1931) University of Wisconsin; A.M. (hon. 1946) Amherst College.

Atherton Hall Sprague, *Professor of Mathematics, Emeritus.* A.B. (1920) Amherst College; M.A. (1923), Ph.D. (1941) Princeton University.

Willard Long Thorp, *Professor of Economics, Emeritus.* A.B. (1920) Amherst College; M.A. (1921) University of Michigan; Ph.D. (1924) Columbia University; LL.D. (1935) Marietta College, (1949) Amherst College, (1950) Albright College, (1960) University of Massachusetts, (1960) University of Michigan.

Frederick King Turgeon, *Professor of French, Emeritus.* B.A. (1923) Bowdoin College; M.A. (1924), Ph.D. (1930) Harvard University; A.M. (hon. 1940) Amherst College.

Colston Estey Warne, *Professor of Economics, Emeritus.* B.A. (1920), M.A. (1921) Cornell University; Ph.D. (1925) University of Chicago; A.M. (hon. 1942) LL.D. (hon. 1980) Amherst College.

Robert Byron Whitney, *George H. Corey Professor of Chemistry, Emeritus.* B.A. (1924), Ph.D. (1927) University of Minnesota; A.M. (hon. 1944) Amherst College.

Richard Eugene Wilson, *Professor of Physical Education, Emeritus.* B.A. (1934), Midland College; B.P.E. (1937), M.Ed. (1938) Springfield College; A.M. (hon. 1960) Amherst College.

Albert Elmer Wood, *Professor of Biology, Emeritus.* B.S. (1930) Princeton University; M.A. (1932), Ph.D. (1935) Columbia University; A.M. (hon. 1954) Amherst College.

Benjamin Munn Ziegler, *Bertrand Snell Professor of Political Science, Emeritus.* B.A. (1928) New York University; LL.B. (1931), Ph.D. (1935) Harvard University; A.M. (hon. 1952) Amherst College.

LECTURERS

Henry Steele Commager, *John Woodruff Simpson Lecturer.* Ph.B. (1923), M.A. (1924), Ph.D. (1928) University of Chicago. M.A. (hon. 1947) Cambridge University, (hon. 1952) Oxford University, (hon. 1957) Amherst College; Ed.D. (1960) Rhode Island College of Education; Litt. D. (1958) Washington College, (1959) Ohio Wesleyan University, (1959) Monmouth College, (1964) University of Pittsburgh, (1965) Marymount College, (1967) Marietta College, (1970) Hampshire College; D.Litt. (1960) Michigan State University, (1962) Cambridge University, (1962) West Virginia University, (1962) Franklin and Marshall College, (1967) Wilson College, (1974) Adelphi University, C.W. Post College, (1975) Loyola University, (1979) Gonzaga University; L.H.D. (1960) Brandeis University, (1962) University of Hartford, (1963) University of Puget Sound, (1964) Alfred College; LL.D. (1967) Merrimack College, (1967) Carleton College, (1967) Dickinson College, (1968) Franklin Pierce College, (1969) Columbia University, (1970) Ohio State University, (1974) University of Alaska, (1975) University of Cincinnati, (1975) Claremont Graduate College, (1976) University of Pennsylvania, (1980) Cornell College; D.H.L. (1970) Maryville College, (1972) University of Massachusetts.

David F. Tuttle, *John W. Simpson Lecturer in Mathematics.* A.B. (1934) Amherst College; S.B., S.M. (1938), Sc.D. (1948) Massachusetts Institute of Technology.

PROFESSORS

Symbols beside names indicate: *On leave 1983-84.
†On leave first semester 1983-84.
‡On leave second semester 1983-84.

Hugh G. J. Aitken, *Olds Professor of Economics and American Studies.* B.A. (1943), M.A. (1947) St. Andrews University; M.A. (1948) University of Toronto; Ph.D. (1951) Harvard University; A.M. (hon. 1966) Amherst College.

Hadley P. Arkes, *William Nelson Cromwell Professor of Jurisprudence and Political Science.* B.A. (1962) University of Illinois; Ph.D. (1967) University of Chicago; A.M. (hon. 1977) Amherst College.

David L. Armacost, *Professor of Mathematics.* B.A. (1965) Pomona College; M.S. (1966), Ph.D. (1969) Stanford University; A.M. (hon. 1980) Amherst College.

Lawrence A. Babb‡, *Professor of Anthropology.* B.A. (1963) University of Michigan; M.A. (1965), Ph.D. (1969) University of Rochester; A.M. (hon. 1980) Amherst College.

Abdulrahman M. Babu, *Visiting Professor of Black Studies.* Diploma Course (1955), (1957) University of London.

Duane W. Bailey, *Professor of Mathematics.* B.A. (1957) Washington State University; M.A. (1959), Ph.D. (1961) University of Oregon; A.M. (hon. 1973) Amherst College.

Mary Catherine Bateson†, *Professor of Anthropology.* B.A. (1960) Radcliffe College; Ph.D. (1963) Harvard University; A.M. (hon. 1981) Amherst College.

Ralph E. Beals, *Clarence Francis Professor of Economics.* B.S. (1958) University of Kentucky; M.A. (1959) Northwestern University; Ph.D. (1970) Massachusetts Institute of Technology; A.M. (hon. 1971) Amherst College.

Edward S. Belt, *Professor of Geology.* B.A. (1955) Williams College; M.A. (1957) Harvard University; Ph.D. (1963) Yale University; A.M. (hon. 1978) Amherst College.

Bruce B. Benson, *Professor of Physics.* A.B. (1943) Amherst College; M.S. (1945), Ph.D. (1947) Yale University.

Robert J. Bezucha, *Professor of History.* B.A. (1962) Lawrence University; M.A. (1963), Ph.D. (1968) University of Michigan; A.M. (hon. 1981) Amherst College.

Walter L. Boughton, *Stanley King Professor of Dramatic Arts and Director of Kirby Memorial Theater.* B.A. (1941), M.A. (1949) Brown University; M.F.A. (1951) Yale University; A.M. (hon. 1964) Amherst College.

Gerald P. Brophy, *Professor of Geology and Director of Pratt Museum of Natural History.* B.A. (1951), M.A. (1953), Ph.D. (1954) Columbia University; A.M. (hon. 1968) Amherst College.

John A. Cameron, *Professor of English.* B.A. (1952), M.A. (1957), Ph.D. (1963) Yale University; Diploma (1955) University of Edinburgh; A.M. (hon. 1970) Amherst College.

Mavis C. Campbell, *Professor of Black Studies and History.* B.S. (1958), M.S. (1960), Ph.D. (1971) University of London; A.M. (hon. 1983) Amherst College.

Jeffrey J. Carre, *William Lyman Cowles Professor of French.* B.A. (1940) Bowdoin College; Ph.D. (1950) Columbia University; A.M. (hon. 1964) Amherst College.

Otis Cary, *Professor, Representative of Amherst College at Doshisha University.* B.A. (1946) Amherst College; A.M. (1951) Yale University.

Fredric L. Cheyette, *Professor of History.* A.B. (1953) Princeton University; M.A. (1954), Ph.D. (1959) Harvard University; A.M. (hon. 1974) Amherst College.

Howell D. Chickering, Jr., *Professor of English.* B.A. (1959) Dartmouth College; Ph.D. (1965) Indiana University; A.M. (hon. 1976) Amherst College.

Richard J. Cody, *Eliza J. Clark Folger Professor of English.* B.A. (1952) University of London (University College, Southampton); M.A. (1958), Ph.D. (1961) University of Minnesota; A.M. (hon. 1968) Amherst College.

Haskell R. Coplin, *Professor of Psychology.* B.A. (1947), M.A. (1948), Ph.D. (1951) University of Michigan; A.M. (hon. 1957) Amherst College.

G. Armour Craig, *Samuel Williston Professor of English.* A.B. (1937) Amherst College; M.A. (1938), Ph.D. (1947) Harvard University.

Peter Czap, Jr., *Professor of History.* B.A. (1953) Rutgers University; Ph.D. (1959) Cornell University; A.M. (hon. 1973) Amherst College.

Asa J. Davis, *Professor of History and Black Studies.* B.A. (1948) Wilberforce University; S.T.B. (1951), S.T.M. (1952), Ph.D. (1960) Harvard University; A.M. (hon. 1972) Amherst College.

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William A. Dent, *Professor, Five-College Department of Astronomy.* B.S. (1960) Case Institute of Technology; M.S. (1962), Ph.D. (1965) University of Michigan.

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Jan E. Dizard‡, *Professor of Sociology.* B.A. (1962) University of Minnesota at Duluth; M.A. (1964), Ph.D. (1967) University of Chicago; A.M. (hon. 1978) Amherst College.

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Elmo Giordanetti, *Professor of Romance Languages.* B.A. (1951) Bowdoin College; M.A. (1954), Ph.D. (1959) Princeton University; A.M. (hon. 1968) Amherst College.

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Peter J. Gooding, *Professor of Physical Education and Director of Athletics.* D.L.C. (1964) Loughborough College; M.A. (1967) University of Massachusetts; A.M. (hon. 1981) Amherst College.

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Theodore P. Greene, *Winthrop H. Smith Professor of History.* A.B. (1943) Amherst College; M.A. (1948), Ph.D. (1970) Columbia University.

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Robert F. Grose‡, *Professor of Psychology.* B.A. (1944), M.S. (1947), Ph.D. (1953) Yale University; A.M. (hon. 1970) Amherst College.

Allen Guttmann, *Professor of English and American Studies.* B.A. (1953) University of Florida; M.A. (1956) Columbia University; Ph.D. (1961) University of Minnesota; A.M. (hon. 1971) Amherst College.

John B. Halsted, *Winkley Professor of History.* B.A. (1948), M.A. (1949) Wesleyan University; Ph.D. (1954) Columbia University; A.M. (hon. 1966) Amherst College.

O. Bennett Hardison, Jr., *Adjunct Professor of English and Director, Folger Shakespeare Library.* B.A. (1949), M.A. (1950) University of North Carolina; Ph.D. (1956) University of Wisconsin; LL.D. (hon. 1980) Amherst College.

Edward R. Harrison, *Professor, Five-College Department of Astronomy.* Fellow, Institute of Physics (England); Fellow, Royal Astronomical Society.

Hugh D. Hawkins, *Anson D. Morse Professor of History and American Studies.* B.A. (1950) DePauw University; Ph.D. (1954) The Johns Hopkins University; A.M. (hon. 1969) Amherst College.

William W. Heath*, *Professor of English.* A.B. (1951) Amherst College; M.A. (1952) Columbia University; Ph.D. (1956) University of Wisconsin.

William M. Hexter, *Edward S. Harkness Professor of Biology.* B.A. (1949), M.A. (1951), Ph.D. (1953) University of California at Berkeley; A.M. (hon. 1966) Amherst College.

G. Richard Huguenin*, *Professor, Five-College Department of Astronomy.* B.S. (1959) Massachusetts Institute of Technology; Ph.D. (1964) Harvard University.

William M. Irvine, *Professor, Five-College Department of Astronomy.* B.A. (1957) Pomona College; Ph.D. (1961) Harvard University.

Ernest A. Johnson, *Professor of Romance Languages.* A.B. (1939) Amherst College; M.A. (1940) University of Chicago; M.A. (1941), Ph.D. (1950) Harvard University.

George A. Kateb, *Joseph B. Eastman Professor of Political Science.* B.A. (1952), M.A. (1953), Ph.D. (1960) Columbia University; A.M. (hon. 1967) Amherst College.

Thomas R. Kearns‡, *Professor of Philosophy.* A.B. (1959) University of Illinois; LL.B. (1962), M.A. (1964) University of California; Ph.D. (1968) University of Wisconsin; A.M. (hon. 1981) Amherst College.

William E. Kennick, *G. Henry Whitcomb Professor of Philosophy.* B.A. (1945) Oberlin College; Ph.D. (1952) Cornell University; A.M. (hon. 1962) Amherst College.

Heinz Kohler, *Professor of Economics.* B.A. (1956) Free University of Berlin; M.A. (1958), Ph.D. (1961) University of Michigan; A.M. (hon. 1969) Amherst College.

Allen Kropf†, *George H. Corey Professor of Chemistry.* B.S. (1951) Queens College; Ph.D. (1954) University of Utah; A.M. (hon. 1969) Amherst College.

W. Anthony Lake, *Visiting Professor of Political Science (at Amherst College under the Five College Program).* A.B. (1961) Harvard College; M.P.A. (1969), Ph.D. (1974) Princeton University.

Alan Lelchuk, *Visiting Writer.* B.A. (1960) Brooklyn College; M.A. (1962), Ph.D. (1965) Stanford University.

N. Gordon Levin, Jr., *Dwight Morrow Professor of History and American Studies.* B.A. (1956) Yale University; Ph.D. (1967) Harvard University; A.M. (hon. 1970) Amherst College.

David Little, *Henry R. Luce Professor of Religion.* B.A. (1955) College of Wooster; B.D. (1958) Union Theological Seminary; D.Th. (1963) Harvard University.

Peter Marshall, *Moore Professor of Latin.* B.A. (1954) University College of Southwales and Monmouthshire; B.A. (1956), M.A. (1960) Wadham College, Oxford University; A.M. (hon. 1973) Amherst College.

James G. Mauldon, *Walker Professor of Mathematics.* M.A. (1947) Oxford University; A.M. (hon. 1970) Amherst College.

Bruce G. McInnes, *Professor of Music.* A.B. (1959) Dartmouth College; M.Mus. (1964) Yale University; A.M. (hon. 1979) Amherst College.

J. Tracy Mehr, *Professor of Physical Education.* B.A. (1950) Holy Cross College; M.B.A. (1967) Boston College; A.M. (hon. 1979) Amherst College.

Ray A. Moore, *Professor of History.* B.A. (1958), M.A. (1960), Ph.D. (1968) University of Michigan; A.M. (hon. 1976) Amherst College.

Walter E. Nicholson, *Professor of Economics.* B.A. (1964) Williams College; Ph.D. (1970) Massachusetts Institute of Technology; A.M. (hon. 1978) Amherst College.

Rose R. Olver, *Professor of Psychology.* B.A. (1958) Swarthmore College; Ph.D. (1962) Radcliffe College; A.M. (hon. 1973) Amherst College.

James E. Ostendarp, *Professor of Physical Education.* B.S. (1952) Bucknell University; M.A. (1956) Columbia University; A.M. (hon. 1966) Amherst College.

John Pemberton III, *Crosby Professor of Religion and Andrew W. Mellon Professor of Humanities.* B.A. (1948) Princeton University; B.D. (1952), Ph.D. (1958) Duke University; A.M. (hon. 1967) Amherst College.

Dale E. Peterson, *Professor of English and Russian.* B.A. (1963) Harvard University; M.A. (1965), Ph.D. (1971) Yale University; A.M. (1981) Amherst College.

John A. Petropulos, *Professor of History.* B.A. (1951) Yale University; Ph.D. (1963) Harvard University; A.M. (hon. 1974) Amherst College.

Donald S. Pitkin, *Professor of Anthropology.* B.A. (1947), M.A. (1950), Ph.D. (1954) Harvard University; A.M. (hon. 1966) Amherst College.

William H. Pritchard, *Henry Clay Folger Professor of English.* A.B. (1953) Amherst College; M.A. (1956), Ph.D. (1960) Harvard University.

Robert H. Romer, *Professor of Physics.* A.B. (1952) Amherst College; Ph.D. (1955) Princeton University.

Helene L. Scher, *Professor of German.* A.B. (1956) University of Michigan; M.A. (1959), Ph.D. (1967) Yale University; A.M. (hon. 1983) Amherst College.

Carl N. Schmalz, Jr.†, *Professor of Fine Arts.* B.A. (1948), M.A. (1949), Ph.D. (1958) Harvard University; A.M. (hon. 1969) Amherst College.

Nicholas Scoville, *Professor, Five-College Department of Astronomy.* B.A. (1967), Ph.D. (1972) Columbia University.

Edward J. Serues, *Professor of Physical Education.* B.S. (1956) Boston University; M.S. (1962) Springfield College; A.M. (hon. 1974) Amherst College.

Marc S. Silver, *Massachusetts Professor of Chemistry.* B.A. (1955) Harvard University; Ph.D. (1959) California Institute of Technology; A.M. (hon. 1969) Amherst College.

David R. Sofield, *Professor of English.* B.A. (1957) Princeton University; M.A. (1965), Ph.D. (1971) Stanford University; A.M. (hon. 1977) Amherst College.

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FACULTY COMMITTEES

Committee of Six. Professors Kateb, Kennick, Levin, Olver, Rabinowitz, and J. Taubman; Acting President Craig (*ex officio*); Acting Dean Fink (Secretary, *ex officio*, first semester); Dean Bateson (Secretary, *ex officio*, second semester).

Committee on Educational Policy. Professors Aries, Bezucha, Cox, George, and Peterson; Richard Buchanan '85, Andrew Nussbaum '85, and Diane Saltoun '84.

College Council. Professors Hawkins, Margolis, and Sarat (Chairman); Acting Dean Deignan (*ex officio*); Dean Tilbor; Michael Siegel '84 (President of Student Assembly, *ex officio*), Mia Barricini '86, John Blasberg '85, Diana Erbsen '86, and one student to be elected.

Judicial Board. Professors de Vries, Henderson, Weigel (Chairman), and Williamson; Gabrielle Forman '85, Daniel Katz '85, Yvette Mendez '84, and John Silbaugh '85.

Committee on Priorities and Resources. Professors Cody (Chairman), Silver, and Sorenson; Acting President Craig (*ex officio*); Acting Dean Fink (*ex officio*, first semester); Dean Bateson (*ex officio*, second semester), Mr. May (*ex officio*), Lisa Ikle '85, Mark Lerner '84, and David Weiss '85.

Committee on Admission and Financial Aid. Professors Basu, Halsted (Chairman), A. Parker, and Poccia; Dean Bedford (Secretary, *ex officio*); Acting Dean Deignan (*ex officio*), Dean Case (*ex officio*); Professor Grose (*ex officio*); students to be elected in the fall.

Committee on Student Fellowships. Professors Doran, Goldsby, Guttmann (Chairman), Raskin and Tiersky; Dean Case (Secretary, *ex officio*).

Committee on Faculty Housing. Professors Clark, Foose, Morgan, and Zimmerman, Mr. Howland (*ex officio*), and Mr. Mueller (*ex officio*).

Committee on Academic Standing. Professors Blankenship, Foglesong, and Scher; Acting Dean Deignan (Chairman), Deans Case, Gentile, Little, Nussbaum, Partridge, Petropulos, Schell, and Tilbor; Mr. Mager (Secretary, *ex officio*).

Committee on Guidance, Counseling and Health Services. Professors Aries and Himmelstein, Acting Dean Deignan (Chairman), Bishop Cadigan, Dr. Lane, Dean Little, Dr. May, David Hexter '84 and Sameer Shah '86.

Committee on Honorary Degrees. Professors Campbell, DeMott, and Levin; Laura McPhie '84, Sandra Silverman '84, and Marc Schulz '84.

Committee on Affirmative Action. Mrs. Robinson (Affirmative Action Officer, *ex officio*), Professors Pemberton (Chairman) and Slobin, Messrs. Ammons, Howland (*ex officio*), and Durnakowski, Mses. Kirchgasser, Silver and Thomas.

Committee on Physical Education and Athletics. Professors Cheyette, Gooding (Chairman), Hixon, Morgan, Nicholson, Springer, and Zawacki; Acting Dean Deignan (*ex officio*); Dr. Lane (*ex officio*); Ralph Cummins '84 and Margaret McKay '85.

Committee on Special Programs. Professors Dennerline, Sofield, and Stark; Acting Dean Deignan (*ex officio*).

Faculty Computer Committee. Professors Griffiths, Grose, J. Parker (Chairman), Romer, Thurman, and Westhoff; Ms. Steele; two students to be elected in the fall.

Five-College Black Studies Executive Committee. Professor Campbell (representative *ex officio*).

Lecture and Eastman Fund Committee. Professors Greenstein, Niditch, and Sarat (Chairman).

Library Committee. Professors Arkes, Cameron, and Zajonc; Mr. Bridegam (*ex officio*); John Opel '85 and Stuart Levine '85.

Premedical Advisor. Professor Hexter.

Five-College Representative to the University of Massachusetts Graduate Council. Professor Belt.

Security Advisory Committee. Professor Slobin, Acting Dean Deignan (Chairman), Dean Gentile, Messrs. Dion, Mueller, and Zaniewski; Peter Marrack '85, and two students to be elected.

Orientation Committee. Professors Childs and Dooley, Deans Partridge, Petropulos (Chairman), and Tilbor; Leroy Garner '86, Pamela Krupman '84, and Kathryn McLean '84.

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Floyd S. Merritt, *Reference Librarian.* B.A. (1951) Amherst College; B.A. (1953) University of Cambridge; M.A. (1955) Harvard University; M.S. (1965) Simmons College.

Susan M. Sheridan, *Head of Technical Services.* B.A. (1973) Douglass College; M.L.S. (1974) Rutgers University.

George B. May, *Treasurer.* A.B. (1946) Amherst College.

Kurt M. Hertzfeld, *Secretary of the Investment Committee.* B.A. (1941), M.B.A. (1942) Harvard University; A.M. (hon. 1969) Amherst College.

Elizabeth R. McQuillen, *Assistant to the Treasurer.* B.A. (1976) University of Massachusetts; M.B.A. (1978) Western New England College.

Marvin R. Kuipers, *Comptroller.* B.A. (1966) Calvin College; M.P.A. (1973) University of Texas at Austin.

Sharon G. Siegel, *Assistant Comptroller.* B.A. (1972) Gonzaga University; M.S. (1978) University of Massachusetts.

Joe Paul Case, *Dean of Financial Aid.* B.A. (1967) Oklahoma City University; B.D. (1970) Yale University Divinity School.

David F. Howland, *Personnel Officer.* B.A. (1950) Hofstra University; A.M. (hon. 1980) Amherst College.

Jonathan D. Russell, *Director of Food Services.* B.S. (1974) University of Massachusetts.

William A. Mueller, *Director of Physical Plant and Services.* B. Aero. E. (1942), B.C.E. (1952) Rensselaer Polytechnic Institute; A.M. (hon. 1980) Amherst College.

James A. Crowley, *Assistant Director of Physical Plant and Chief of Operations.* B.S. (1963) State University of New York; A.M. (hon. 1982) Amherst College.

Paul D. Blanchette, *Chief of Services.*

William J. Dion, *Chief of Security.*

Michael S. Jewett, *Director, Computer Center.* B.S. (1967) University of Massachusetts.

David B. Cernak, *Project Manager, Computer Center.* B.A. (1965), M.B.A. (1972) American International College.

Paullette M. Leukhardt, *Systems Programmer, Computer Center.* B.S. (1976) University of Massachusetts.

Paul N. Billings, *Computer Coordinator.*

Allen E. Hoffman, *Operations Manager, Computer Center.*

John L. Callahan, Jr., *General Secretary.* B.A. (1955) Dartmouth College; A.M. (hon. 1970) Amherst College.

Patricia B. Carpenter, *Secretary for Grant Programs.*

W. Richard Park, *Secretary for Deferred Giving.* A.B. (1949) Amherst College.

R. Marshall Schell, *Secretary for Capital Programs.* A.B. (1972) Amherst College.

John B. Jacoby, *Associate Secretary for Grant Programs* A.B. (1966) Amherst College; M.A., Ph.D. (1971) Stanford University.

Richard A. Ammons, *Assistant Secretary for Capital Programs.* A.B. (1974) Amherst College; M.B.A. (1977) Stanford University.

Susan M. Erickson, *Assistant Secretary for Capital Programs.* B.A. (1976) Hampshire College; Ed. M. (1981) Harvard University.

Alice H. Fink, *Assistant Secretary for Capital Programs.* A.B. (1959) Smith College.

Kent W. Faerber, *Secretary of the Alumni Council.* A.B. (1963) Amherst College; LL.B. (1966) Harvard University.

Emmons J. Williams, *Associate Alumni Secretary.* A.B. (1945) Amherst College; M.B.A. (1950) Harvard University.

Stephen L. Clark, *Assistant Alumni Secretary.* A.B. (1976) Amherst College; M.F.A. (1979), Ph.D. (1983) Princeton University.

Heidi-Lynn Mitchell, *Assistant Alumni Secretary.* A.B. (1983) Amherst College.

Douglas C. Wilson, *Secretary for Public Affairs.* A.B. (1962) Amherst College; M.A. (1964) The Fletcher School of Law and Diplomacy.

Carl A. Vigeland, *Associate Secretary for Public Affairs.* B.A. (1969) Harvard College; M.Ed. (1972) University of Massachusetts.

Horace W. Hewlett, *Editorial Consultant.* A.B. (1936) Amherst College; M.A. (1941) Yale University.

Frank A. Trapp, *Director, Mead Art Museum.* B.A. (1943) Carnegie Institute of Technology; M.A. (1947), Ph.D. (1952) Harvard University; A.M. (hon. 1963) Amherst College.

Judith A. Barter, *Curator of Collections, Mead Art Museum.* B.A. (1973) Indiana University; M.A. (1975) University of Illinois.

Hall J. Peterson, *Curator of Special Exhibitions, Mead Art Museum.* B.A. (1961) Saint Thomas College.

Russell M. Lane, *Director of Student Health Services.* A.B. (1950) Amherst College; M.D. (1955) University of Rochester.

Ingeborg V. van Pelt, *Physician.* M.D. (1957) University of Tübingen.

Joseph M. Stanitis, A.T., C., *Head Athletic Trainer.*

John L. Davis, A.T., C., *Athletic Trainer.* B.S. (1979) Ursinus College; M.S. (1983) Stroudsburg State College.

Stanley M. Zieja, A.T., C., *Athletic Trainer.* B.S. (1973) University of Massachusetts; M.A. (1976) United States International University at San Diego.

Robert May, *Psychotherapist and Director of Counseling Center.* B.A. (1962) Wesleyan University; M.A. (1965), Ph.D. (1969) Harvard University; A.M. (hon. 1981) Amherst College.

Norma Johnson, *Psychotherapist.* B.A. (1970) Trenton State College; Ph.D. (1977) Rutgers University.

Sanford Bloomberg, *Psychotherapist.* B.A. (1950) University of Vermont; M.A. (1951) Columbia University; M.D. (1957) University of Vermont.

Frank E. Reilly, *Psychotherapist.* B.A. (1960) College of the Holy Cross; M.A. (1961) University of Wisconsin; B.M.S. (1965) Dartmouth Medical School; M.D. (1968) Harvard Medical School.

Rebecca J. Smith, *Psychotherapist.* A.B. (1951) Morgan State University; M.S.W. (1970) Smith College School for Social Work.

RELIGIOUS ADVISORS

The Right Rev. George L. Cadigan, B.A.
Minister at the College
The Rev. James H. Clark, M.DIV.
Grace Episcopal Church
Rabbi Yechiael Lander, M.A.
Smith College Chapel
The Rev. J. Joseph Quigley, B.S.
Newman Center, University of Massachusetts

GRADUATE FELLOWS

John A. Arena, A.B., *Edward Hitchcock Fellow in Physical Education.*
Robert D. Denious, A.B., *Eugene S. Wilson Intern in Admission.*
Julie A. Eklund, A.B., *Mayo-Smith Intern in Admission.*
Catherine Q. Fulton, A.B., *Assistant to the Secretary for Public Affairs on the Ives Washburn Grant.*
Steven F. Greene, A.B., *Associate in Music.*
Kim E. Hedberg, A.B., *Graduate Fellow in Pratt Museum.*
Clifton J. Noble, A.B., *Associate in Music.*

FIVE COLLEGES INCORPORATED

E. Jefferson Murphy, PH.D., *Five-College Coordinator.*
Jackie M. Pritzen, M.A., *Associate Coordinator of Academic Programs.*
Lorna M. Peterson, PH.D., *Staff Assistant for Planning and Development.*
Patricia Cahill, PH.D., *Assistant Coordinator for Information and Public Relations.*
Richard D. Fink, PH.D., *Five-College Deputy (first semester).*
Mary Catherine Bateson, PH.D., *Five-College Deputy (second semester).*
Charles L. Johnson, M.B.A., *Treasurer.*

II

AMHERST COLLEGE

Amherst College

FOUNDED in 1821 as a non-sectarian institution for "the education of indigent young men of piety and talents for the Christian ministry," Amherst has grown steadily and today is an independent liberal arts college for men and women. Its approximately 1,500 students come from most of the fifty states and many foreign countries. Women entered Amherst for the first time as transfer students in 1975 and in 1976 as Freshmen.

The campus is near the center of the town of Amherst, adjacent to the town common. A few miles away are four other institutions of higher learning—Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts—with which Amherst engages in a number of cooperative educational programs.

The College offers the bachelor of arts degree and cooperates with the University of Massachusetts in a Five College Ph.D. program. The College curriculum involves study in the humanities, the social sciences, and the natural sciences and combines a broad education with knowledge of some field in depth. Emphasis falls upon each student's responsibility for the selection of an appropriate program.

Some students may engage in independent study free of formal courses in their Junior and Senior years; Honors work—the intensive consideration of a limited subject—is encouraged and in recent years has been undertaken by more than half of the graduation class.

Whatever the form of academic experience—lecture course, seminar, conference, studio, laboratory, independent study at various levels—intellectual competence and awareness of problems and methods are the goals of the Amherst program, rather than the direct preparation for some profession. The curriculum enables students to arrange programs for their own educational needs within established guidelines. Faculty advisors, representing all academic departments, assist undergraduates in their course selections; but the ultimate responsibility for a thoughtful program of study rests with the individual student.

The College's Faculty is engaged in two primary activities: first, the education of undergraduates; and, second, research and writing. Its 150 members hold degrees from colleges and universities throughout this country and abroad. Classes range in size from several courses of only five students to one lecture course of 285 students; about 80 percent of the classes and sections have twenty-five students or fewer.

Amherst has extensive physical resources: a library of more than 585,000 volumes, science laboratories, theater, gymnasium, swimming pool, skating rink, squash and tennis courts, playing fields, a museum of fine arts and another of natural sciences, a music building and concert hall, a dance studio, a central dining hall for all students, dormitories, language laboratory, and classroom buildings. There are a wildlife sanctuary and a forest for the study of ecology, an observatory and a planetarium, a computer center, and varied equipment for specialized scientific research. At Amherst, and at its neighboring institutions, there are extensive offerings of lectures, concerts, plays, films, and many other events.

The College provides a variety of services to support the academic work of students. In addition to the advising and teaching support of Faculty, the services include a tutorial program, reading and study skill classes, an Interterm pre-calculus course, and a full-time writing counselor. For more details, please contact the Office of the Dean of Students.

Amherst has a full schedule of intercollegiate athletics for men and women in most sports. About 85 percent of all students participate in the physical education program or in organized intramural athletics.

Undergraduates may also take part in a variety of other extracurricular activities: journalism, public service, publishing, broadcasting, music, dramatics, student government, College committees, and a wide assortment of specialized interests. Religious groups, working independently or through the religious advisors, maintain a program of worship services, Bible study, community service projects, and other activities.

Most graduates continue their formal education to enter such professions as teaching, medicine, law, and business. At Amherst, presumably, they have only begun their life-long education at "commencement," but have developed attitudes and values that will encourage them to participate thoughtfully and generously in the service of humanity.

FIVE COLLEGE COOPERATION

Amherst is joined with Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts in a consortium that sponsors a variety of cooperative programs and enterprises. The goal of cooperation among the five colleges is to enrich the educational opportunities available to students by providing them with access to the resources of all five institutions.

Students are entitled to participate in a course interchange program which allows them to construct up to one half of their program from liberal arts courses at the four other colleges without additional cost. (See page 66 for further information.) Also freely available to students are the libraries of each institution. The oldest of the five College cooperative ventures is the Hampshire Inter-Library Center (HILC). For 25 years the Center maintained a separate collection of research materials. These materials have been dispersed among the five member libraries. The present and continuing emphasis of the Center is on the sharing and enhancement of the total resources and the services of the Five College libraries.

A monthly calendar of lectures, concerts and other cultural events on all five campuses is published and distributed to the five college community. Access to classes, libraries, and extracurricular activities is made feasible by a free transportation system connecting all five campuses.

An FM radio station (WFCR 88.5) is supported by all five colleges. It is managed by the University with the advice of a board made up of representatives of the cooperating institutions and of the community. The Five Colleges also cooperate in sponsoring *The Massachusetts Review,* a quarterly of literature, the arts, and public affairs.

Academic cooperation includes two joint departments—Astronomy and Dance—and coordinated programs in Afro-American Studies, East Asian Studies, Latin American Studies and Linguistics. Joint faculty appointments make possible the presence of talented professors in highly specialized areas. Five College senior appointments bring to the area distinguished, international figures, listed on pages 257-263.

Lists and descriptions of Five College programs and courses are printed annually and are available in the Registrar's Office.

EXCHANGE PROGRAMS AND STUDY ABROAD

The College encourages students to participate in educational programs at other institutions in the United States and abroad. In addition to the following programs sponsored or co-sponsored by Amherst, students may participate in programs offered by other American or foreign institutions. For further information and guidelines concerning educational leave from the College, see pages 57-58.

Selected students may participate in Independent Study projects under guidance from a teacher at Amherst College without enrollment at host institutions and may pursue their studies elsewhere in the United States or abroad.

The Twelve College Exchange

Within the Northeast, the College has special exchange arrangements with Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wellesley, Wheaton, and Williams Colleges, and Wesleyan University, which together form the Twelve College Exchange Program. This arrangement gives students who wish to take advantage of special programs not available in the Five College area, or who wish to experience a similar, but different, college environment, the opportunity to do so with the minimum of difficulty. Further information is available from the Twelve College Exchange coordinators of the participating colleges. The coordinator for Amherst College is Assistant Dean of Students and Assistant Dean of Financial Aid Kathleen Gentile.

The Williams College-Mystic Seaport Program in American Maritime Studies

This program is available to undergraduate participants through the Twelve College Exchange program. Its purpose is to provide undergraduates with the opportunity to focus one semester of their studies on man's relationship with the sea. Further information is available in the Office of the Dean of Students.

The National Theatre Institute

Through a Twelve College Exchange arrangement, undergraduate participation in the program of the National Theatre Institute, Waterford, Conn., is possible. Further information is available in the Office of the Dean of Students.

The Associated Kyoto Program

The Associated Kyoto Program, sponsored by Amherst and eleven other institutions, is hosted by Doshisha University in Kyoto, Japan. It emphasizes direct and intensive contact with the Japanese and aims to develop in students an understanding of Japan's culture, history, language, and contemporary problems. The program carries credit equivalent to a full academic year's course work. About 30 students are admitted each year, with applicants from member institutions receiving priority. The director of the Associated Kyoto Program for 1983-84 is Professor Bardwell L. Smith of Carleton College. Further information can be obtained from Professor R. A. Moore or Assistant Dean of Students Janice Schell at Amherst College.

Göttingen, Tübingen Exchanges

Amherst maintains a student exchange program with two universities in the Federal Republic of Germany. Each year, upon application to the Department of German, one Amherst student is selected to attend Göttingen University for a full academic year, and one to spend the year at Tübingen University. In return, Amherst accepts one student from each of the two German institutions to study at the College and to serve as Language Assistants in the German Department. Amherst applicants should have the equivalent of fourth-semester proficiency in the German language. Details about the exchange programs may be obtained from the Department of German.

ARMY AND AIR FORCE RESERVE OFFICER TRAINING CORPS

Amherst College does not have its own Reserve Officer Training Corps. The Department of Military Science and the Department of Aerospace Studies at the University of Massachusetts offer two- and four-year programs which are open to Amherst College students. Amherst College students do not receive degree credit for participation in the courses. Official schedules of courses, issued by the university, should be consulted for course offerings and class meeting times. Air Force ROTC has scholarships readily available for technical majors and navigator candidates. Army ROTC scholarships are available for selected candidates. For more detailed information on the programs contact either the Professor of Military Science at (413) 545-2321, or the Professor of Aerospace Studies at (413) 545-2437 or write the appropriate department c/o University of Massachusetts, Amherst, MA 01003.

Doshisha University

Located in Japan's ancient imperial capital of Kyoto, The Doshisha was founded by Joseph Hardy Neesima of the Class of 1870, the first Japanese to graduate from a Western institution of higher learning. Neesima stowed away aboard a clipper ship from Japan while that country was still officially "closed." From the China Coast he eventually arrived in 1865 aboard a ship owned by Alpheus Hardy, who was a trustee of both Phillips Academy, Andover, and Amherst College.

After graduating from both Andover and Amherst, Neesima returned to Japan to found a Christian college in Kyoto. From this modest start The Doshisha has developed into a university of 19,000 students, a separate (but adjacent) Women's College, four senior and three junior high schools and a kindergarten, with a total enrollment of approximately 30,000 on four different campuses. The Doshisha is one of the oldest and best known private educational institutions in Japan.

Over thirty Amherst graduates have taught at The Doshisha, and since 1922, except for the years 1941 to 1947, Amherst has maintained a resident instructor at Doshisha University.

Through the generosity of alumni and friends of the College, Amherst House, a New England Georgian style residence, was built on the Doshisha campus in 1932 as a memorial to Neesima and to Stewart Burton Nichols of the Class of 1922, the first student representative. It houses some twenty Doshisha students and serves as a center of cultural exchange between faculty and students from East and West. After the end of World War II, Amherst strengthened its representation with a full-time member of the Faculty, Professor Otis Cary of the Class of 1943, who represents Amherst, teaches in the Faculty of Letters in the University, and serves in a number of other capacities. Since 1958, a graduating Senior has been selected annually as the Amherst-Doshisha Fellow to live in Amherst House and teach English for one year.

In 1962, the College, thanks to further generosity of friends and alumni, built a guest house of modern Japanese design, which includes quarters for the Representative, well-appointed guest suites, and dining facilities, to enhance the possibilities of exchange across cultural barriers. As the importance of Eastern ideas and Asian cultures gains increasing recognition, Amherst House is able to provide unique facilities and a sympathetic environment for scholars visiting Kyoto—for a thousand years the capital of Japan and still the center of traditional Japanese culture.

Since 1976 an arrangement with Doshisha University has been established which permits a member of one of Doshisha's six Faculties (Theology, Letters, Law, Economics, Commerce, Engineering) to spend a year's leave at Amherst.

The Folger Shakespeare Library

The Folger Shakespeare Library in Washington, D.C., was established by the will of Henry Clay Folger, of the Class of 1879. The library is administered by the Trustees of Amherst College. Mr. Folger's original collection, which remains the nucleus of the Library's holdings, emphasized Shakespeare, Shakespeare's contemporaries, and the history of Shakespeare production. Continuing acquisitions of books and manuscripts have increased the size of the collection many times over and broadened the scope of the Library to include every phase of Tudor and Stuart civilization. At present the Library is second only to the British Museum in its holdings of books printed in England between 1475 and 1640. Its holdings in the period from 1640 to 1715, in materials relating to the Continental Renaissance and in such specialized areas as Renaissance musicology and drama are also extensive.

Facilities include reading room, stacks, offices, and service areas for such activities as ordering, cataloging, binding, and photoduplication. The Library also has a public exhibit hall and a theatre embodying characteristics of an Elizabethan playhouse.

Mr. Folger intended his library to be an active educational center "for the promotion and diffusion of knowledge in regard to the history and writings of Shakespeare." The Library has sought continuously since its creation to enlarge its educational function. Its reading room is open to all qualified scholars. Through its photoduplication department and its travelling exhibits it provides services for scholars and school groups outside of the Washington area. A docent program offers tours and lectures to visiting school groups. Folger seminars are offered annually in cooperation with the consortium universities of the eastern seaboard and are also open to qualified Amherst students. A program of lectures, concerts, and cultural events is held at the Folger theatre and is open to the general public without charge. A repertory group produces four to five dramas each year in the theatre, and a resident chamber ensemble performs early music throughout the year and tours nationally and internationally. A publication program further contributes to the Library's objective of "diffusing knowledge" of Shakespeare, of English culture, and of the Renaissance.

FOLGER LIBRARY OFFICERS

O.B. HARDISON, JR., PH.D., *Director*
PHILIP A. KNACHEL, PH.D., *Associate Director*
ROBERT A. GLICK, PH.D., *Director of Development*
JOHN F. ANDREWS, PH.D., *Director of Academic Programs*
NATI KRIVATSY, PH.D., *Reference Librarian*
LILLY S. LIEVSAY, B.A., *Head Cataloguer and Curator of Books*
JAMES F. PINKNEY, JR., M.B.A., *Business Manager*
ELIZABETH NIEMYER, B.A., *Acquisitions Librarian*
JOHN NEVILLE-ANDREWS, *Artistic Producer, Folger Theatre Group*

III

ADMISSION

TUITION AND FEES

FINANCIAL AID

Admission

ADMISSION to Amherst is highly competitive, but there is no rigid formula for gaining admission to the College. In selecting a class, Amherst seeks a diversity of excellence, academic and otherwise. As applicants present their special qualities as students and persons, they are urged to exercise the same independence, self-awareness, and imagination encouraged in students at Amherst. In judging an applicant's qualifications, the Admission Committee pays particular attention to (1) the quality of a student's academic program, (2) academic performance, (3) results of the College Board Scholastic Aptitude and Achievement Tests or the American College Testing Program, (4) the recommendation of the secondary school counselor or principal, (5) evidence of curiosity and resolution, (6) the character of the applicant, and (7) the breadth and depth of the applicant's interests and achievements.

All regular students at Amherst College pursue their studies on a full-time basis. However, the Faculty recognizes that the College and the community benefit from the presence of a limited number of part-time students at Amherst. Persons not regularly enrolled may take courses, receive grades, and secure transcripts of the record of their work. No part-time student may be admitted to a course without the consent of either the instructor or the Chairman of the department concerned.

For information, publications pertaining to admission, and an application, write:

Dean of Admission
Wilson Admission Center
Amherst College
Amherst, MA 01002.

The Office of Admission is responsible for answering inquiries and providing information for freshman, transfer and part-time applicants. The Committee on Admission acts on applications without regard to a candidate's ability to pay Amherst's charges; financial aid, to the level of demonstrated financial need, is available to all accepted candidates.

For information on readmission see page 58.

Tuition and Fees

A CANDIDATE'S formal application for admission should be accompanied by a $30 application fee in check or money order payable to Amherst College. Upon notification of admission to the College a candidate is required to return with his or her acceptance a non-refundable advance payment of $200 which will be credited in full on the first term bill.

Comprehensive Fee (Tuition, Room, Board)	$11,700
Student Activities Fee	101
Dormitory Governance Fee (not required of off-campus residents)	10
Student Health Insurance (optional)	140
	$11,951

The first semester bill in the amount of $6,101 is mailed to all parents in July and is due and payable on or before August 19, 1983. The second semester bill totaling $5,850 is mailed in December and is due and payable on or before January 13, 1984. All College scholarships, Insured Tuition Plan payments, and any other cash payments received prior to mailing will appear as credits on the bill.

Student clearance cards will be issued by the Comptroller's Office upon payment of the College bill. These cards must be obtained before course cards may be picked up.

The fee for the support of various activities of the student body for 1983-84 is determined by the Student Allocations Committee. The $101 fee (included in the first semester bill) is turned over to the Student Allocations Committee for disbursement to more than forty student organizations, clubs, special interest groups and activities. Six dollars of the fee helps to underwrite the Five College Performing Arts Program. This cooperative program entitles students at Amherst College (as well as students at Smith, Hampshire and Mount Holyoke Colleges and the University of Massachusetts) to receive a one-half price ticket discount for all Fine Arts Center sponsored programs. The fee also contributes to the support of the student newspapers, magazines, radio station, yearbook, tutorial and hospital service commitment and student government. In addition to the Student Activities Fee, there is a $10 Dormitory Governance Fee which is used to promote cultural and social activities in the residential units.

The charge of $140 appears on the comprehensive bill for twelve months of Accident and Sickness Insurance for the period September 1, 1983 through August 31, 1984. Details concerning the Student Health Services and the Student Health Insurance Plan appear in the Amherst College Student Handbook.

Continuing and returning students are also required to pay before March 16, 1984 a non-refundable Advance Tuition Deposit.

Each new student, or former student re-entering, is charged a $100 guarantee deposit, which is refundable after graduation or withdrawal from college, less any unpaid charges against his or her account. Because the amount of the guarantee deposit has been increased from the previous year, continuing students will be billed for the difference to bring their deposits to the $100 amount.

Miscellaneous charges such as fees for late registration, extra courses, library fines, lost or damaged property, etc., are payable currently when incurred.

Payment Plans

For those who wish the convenience of monthly payments, arrangements have been made for both a pre-payment plan and a loan plan, including insurance for continued payment in case of death or disability of the parent. For further details write to: The Insured Tuition Payment Plan, 53 Beacon Street, Boston, Massachusetts 02108.

Tuition Changes

Despite every effort to maintain College fees at the lowest possible level, it has been necessary to increase the tuition fee at Amherst in each of the past seventeen years. Therefore, students and their parents are advised that such increases may well be necessary in subsequent years. The College attempts to notify students of tuition changes as early as possible during the preceding academic year. Financial aid awards will be based on the schedule of fees in effect during the year of the award. Students who may require financial aid as the result of tuition changes are eligible to make application whenever necessary.

Refund Policy

In case of withdrawal before the opening day of a semester, all charges except the Advanced Tuition Deposit will be cancelled. (See also Conduct, page 53.)

Refund of payment for or credit on student accounts in the event of withdrawal are as follows:

TUITION

Period of attendance calculated from day of first scheduled classes:

Prior to first day—100%	$4,400
1 day to 2 weeks—80%	3,520
2 weeks to 3 weeks—60%	2,640
3 weeks to 4 weeks—40%	1,760
4 weeks to 5 weeks—20%	880
5 weeks or more	no refund

ROOM AND BOARD

Refund shall be made on a formula basis for any student who withdraws voluntarily or who is dismissed from the College during a semester.

SCHOLARSHIP GRANTS

Scholarship grants are cancelled in full when determining cash refunds.

The officer having general supervision of the collection of tuition and fees and refund policy is the Comptroller.

Financial Aid

IN a sense, every student at Amherst College is on scholarship. Beginning in September, 1983, the comprehensive charge for tuition, room, board and fees will be $11,700 and yet the education of each student costs the College almost $20,000 per year. General endowment income, gifts and grants to the College supply the difference.

For those students who cannot afford the regular charge, financial aid is available from a variety of sources. Through the years, alumni and friends of the College have contributed or bequeathed capital funds with the income to be used for scholarship and loan assistance to worthy students. Some, such as those designated for candidates for the ministry or for students from certain geographical areas, are restricted in use. For the most part, however, the income from these funds may be used at the discretion of the College.

Each year the alumni of the College through the Alumni Fund contribute a substantial sum for scholarship and financial aid purposes. Several Amherst Alumni Associations also provide special regional scholarships to students from their areas; such awards are currently sponsored by the Arizona, Chicago, Connecticut, New York City, Northern California, Northern Ohio, St. Louis, Southern California, and Washington (D.C.) Associations. Without these alumni contributions, the College could not maintain its present financial aid program.

Additional financial aid is available to Amherst students from sources outside the College. A number of foundations and corporations grant funds which the College distributes on the basis of high merit and financial need. The College also participates in the College Work-Study, the Pell grant, the Supplemental Educational Opportunity Grant, the Guaranteed Student Loan, and the National Direct Student Loan programs of the federal government.

Amherst College has a broad financial aid program in which scholarship grants, loans and student employment all play an important part. Over one third of the students receive financial aid. Awards range from $100 to $10,700.

FINANCIAL AID POLICY AND PROCEDURE

The College grants financial aid only in cases of demonstrated financial need. Students' financial needs are calculated by subtracting from estimated academic year expenses the amount which they and their families may reasonably be expected to supply. Academic year expenses include tuition, room, board and fees and allowances for books and personal expenses and for transportation. The family contribution is computed in accordance with the need analysis procedure of the College Scholarship Service, as amended by Amherst College. The College assumes further that students will assist in financing their education through summer employment and part-time jobs during the college year.

Financial aid awards are generally a combination of scholarship grant and self-help opportunities. Under normal circumstances, after allowances have been made for family contributions and student contributions from savings and summer employment, the initial $2,600-2,800 of applicants' demonstrated needs will be met with a combination of college-year employment and long-term, moderate-interest loans. Students may expect to receive gift aid to cover the balance of their needs. Student loans require no payment of interest or principal before graduation from Amherst. Repayment may be deferred for graduate school and for service in the military or Peace Corps. Thereafter, the loans are repayable on a monthly basis within a ten-year period at a moderate rate of simple interest.

Receipt of scholarship grants is not contingent upon acceptance of a loan; many students prefer to earn more money during the summer or at college so that less loan is needed. Conversely, students who are unable to meet the summer-earning expectation by reason of unusual or educational summer-time opportunities or who find it difficult to undertake campus employment may petition for an increase in loan to cover the difference. Recipients of national scholarships and outside foundation awards are often subject to a reduction in the expected loan amount.

APPLYING FOR FINANCIAL AID

Application for financial aid should be filed by the candidate at the same time as the application for admission, in no case later than the indicated deadlines. A financial aid application requires the submission of two forms: (1) an Amherst College Application for Financial Aid, to be completed by the candidate for admission no later than January 15; and (2) a Financial Aid Form, to be completed by the candidate's parents and submitted to the College Scholarship Service no later than February 1. Applicants for financial aid need not take any special examinations other than those required for admission.

Candidates for admission under the Early Decision program who are also candidates for financial aid may obtain an early scholarship decision as well, if they have filed the Early Version Financial Aid Form and the Amherst College Application for Financial Aid by November 15.

Upperclassmen who desire renewal of their financial aid awards or who wish to apply for financial aid for the first time must file applications by April 20. Renewal forms may be obtained in the Financial Aid Office and should be returned directly there. Upperclassmen will receive notification of their financial aid awards in July.

WILLIAM M. PREST BEQUEST

The Faculty of Amherst College, at its meeting of February 29, 1972, passed by unanimous vote a resolution that:

> . . . until such time as it votes to the contrary, the income and a portion of the principal of the Bequest of William M. Prest, Class of 1888, will be used to initiate new approaches to the problem of providing appropriate forms of financial assistance to Amherst College students.

First claim on the Prest funds goes to transfer students at Amherst, with special consideration to graduates of junior and community colleges. The balance of the income—and up to five percent of the principal—has been used to inaugurate the William M. Prest Loan Fund, a program of long-term loans at a moderate rate of interest with a graduated repayment schedule that reflects accurately the earnings expectation of college graduates.

STUDENT LOAN FUND

Through the generosity of friends of the College, the Student Loan Fund has been established from which small short-term loans may be made to students who require funds to meet personal emergencies or other needs for which financial aid funds may not be obtained. In accordance with the conditions set by the donors, use of the Student Loan Fund is limited to students in good scholastic standing whose habits of expenditure are economical. The rate of interest is slightly higher and the repayment period shorter than for scholarship loans, but complete scholarship application procedure is not required. The New England Society's Student Loaning Fund (for New England residents) and the Morris Morgenstern Student Loan Fund provide special interest-free loans on the same short-term basis as other student loans.

ADDITIONAL FINANCIAL AID INFORMATION

A more detailed description of the financial aid program, *Costs and Financial Aid at Amherst College*, is available upon request from the Admission Office. Questions about the financial aid policy of Amherst College should be directed to the Office of Financial Aid, Box 66, Station 2, Amherst College, Amherst, Mass. 01002.

IV

GENERAL REGULATIONS

DEGREE REQUIREMENTS

General Regulations

TERMS AND VACATIONS

The college year 1983-84 includes two regular semesters, the first with thirteen weeks and the second with fourteen weeks of classes. In the fall semester is a Thanksgiving recess. After the Christmas recess, there is a January Interterm. In the spring semester there is a vacation of one week.

All official College vacations and holidays are announced on the College Calendar appearing at the beginning of this catalog.

The January Interterm is a three-week period between semesters free from the formal structures of regular classes, grades, and academic credit. It is, in essence, a time when each student may undertake independent study in a subject or area to which he or she might not have access during the normal course of the year.

Students may center their activities on the campus or elsewhere as they choose. They may read, write, paint, compose, or inquire into some question or concern as inclination, ingenuity, and resources permit. They may wish to explore further or more deeply a subject which has aroused their curiosity or about which they wish to know more.

CONDUCT

It is the belief of Amherst College that those engaged in education should be responsible for setting, maintaining, and supporting moral and intellectual standards. Those standards are assumed to be ones which will reflect credit on the College, its students, and its guests.

The College reserves the right to exclude at any time students whose conduct or academic standing it regards as unsatisfactory; in such cases fees are not refunded or remitted in whole or in part, and neither the College nor any of its officers consider themselves to be under any liability whatsoever for such exclusion.

All are expected to conduct themselves in a manner consistent with the principles set forth in the following three statements. Failure to do so may in serious instances jeopardize the student's continued association with the College.

A. STATEMENT OF INTELLECTUAL RESPONSIBILITY AT AMHERST COLLEGE

Preamble

Every person's education is the product of his or her own intellectual effort and participation in a process of critical exchange. Amherst cannot educate those who are unwilling to submit their own work and ideas to critical assessment. Nor can it tolerate those who interfere with the participation of others in the critical process. Therefore, the College considers it a violation of the requirements of intellectual responsibility to submit work that is not one's own or otherwise to subvert the conditions under which academic work is performed by oneself or by others.

Article I Student Responsibility

Section 1. In undertaking studies at Amherst College every student agrees to abide by the above statement.

Section 2. Students shall receive a copy of the Statement of Intellectual Responsibility with their final course schedule each semester. It is the responsibility of students to read and understand this Statement and to inquire as to its implications in each of their specific courses.

Section 3. Orderly and honorable conduct of examinations is the individual and collective responsibility of the students concerned in accordance with the above Statement and Article II, Section 3, below.

Article II Faculty Responsibility

Section 1. Promotion of the aims of the Statement of Intellectual Responsibility is a general responsibility of the Faculty.

Section 2. Every member of the Faculty has a specific responsibility to explain the implications of the statement for each of his or her courses, including a specification of the conditions under which academic work in those courses is to be performed. At the beginning of each semester all members of the Faculty will receive with their final class lists a copy of the Statement of Intellectual Responsibility and a reminder of their duty to explain its implications in each course.

Section 3. Examinations shall not be proctored unless an instructor judges that the integrity of the assessment process is clearly threatened. An instructor may be present at examinations at appropriate times to answer questions.

Article III The Judicial Board

Section 1. The Judicial Board shall consider any question relating to intellectual responsibility that may be brought before it and may also act upon its own motion.

Section 2. The Judicial Board shall make provisions for explaining the statement to incoming students and to new members of the Faculty, and for publicizing and interpreting the statement to the student body during the year.

Section 3. From time to time the Judicial Board shall make available to the Faculty information regarding effective specifications of the statement in particular courses.

B. STATEMENT ON FREEDOM OF EXPRESSION AND DISSENT

Amherst College prizes and defends freedom of speech and dissent. It affirms the right of teachers and students to teach and learn, free from coercive force and intimidation and subject only to the constraints of reasoned discourse and peaceful conduct. It also recognizes that such freedoms and rights entail responsibility for one's actions. Thus the College assures and protects the rights of its members to express their views so long as there is neither use nor threat of force nor interference with the rights of others to express their views. The College considers disruption of classes (whether, for example, by the abridgment of free expression in a class or by obstructing access to the place in which the class normally meets) or of other academic activity to be a serious offense that damages the integrity of an academic institution.

C. STATEMENT ON RESPECT FOR PERSONS

Respect for the rights, dignity and integrity of others is essential for the well-being of an academic community. Actions which do not reflect such respect for others are damaging to each of us and hence damaging to Amherst College.

Additional information may be obtained from the *Student Handbook*, the Office of the Dean of Students, and the Chairman of the Judicial Committee.

ATTENDANCE AT COLLEGE EXERCISES

It is assumed that students will make the most of the educational opportunities available by regularly attending classes and laboratory periods. At the beginning of the semester, all instructors are free to state the policy with regard to absences from their courses. Thereafter, they may take such action as they deem appropriate, or report to the Dean of Students the names of any students who disregard the regulations announced.

Students are asked to notify the Office of the Dean of Students if they have been delayed at home by illness or family emergencies. They are also requested to report any unusual or unexplained absences from the College on the part of any fellow students.

Students who have been attended at home by a physician should, on the day of their return, report their absence to the Office of the Dean of Students and submit a statement concerning their illness and any recommended treatment to the Student Health Office. Students who are ill at College will normally be attended at the Millikin Infirmary or will be referred to the University of Massachusetts Infirmary by the Staff Physician. It is assumed that all students not excused by the College physician are well enough to attend their regular classes.

The responsibility for any work missed due to an illness or other absence rests entirely upon the student.

Details about student health and medical programs are provided in the *Student Handbook.*

RECORDS AND REPORTS

Grades in courses are reported in three categories:
Honor Grades = A+,A,A−,B+,B,B−
Passing Grades = C+,C,C−,D,Pass
Failing Grade = F.

Term averages and cumulative averages are reported on a 14-point scale rounded to the nearer whole number. The conversion equivalents are: A+ = 14, A = 13, A− = 12; B+ = 11, B = 10, B− =9; C+ = 8, C = 7, C− = 6; D = 4, F = 1. A Pass does not affect a student's average.

Grade reports for D and F grades only will be sent to students after the end of the seventh week of classes each semester. A report of all grades and averages will be sent to each student at the end of each semester.

The academic records and averages of Amherst College students completing Five-College Interchange courses at Hampshire, Mount Holyoke and Smith Colleges, and the University of Massachusetts will include these courses and grades; no separate transcripts are maintained at the other institutions for Amherst College students.

"Rank in class" will not be used, but transcripts and grade reports will be accompanied by a profile showing the distribution of cumulative averages for students of the same class level in the current and in the previous two years.

Student academic records are maintained by the Registrar's Office and are confidential; information is released only at the request of the student. Partial transcripts are not issued; each transcript must include the student's complete record at Amherst College to date. An official transcript carries an authorized signature as well as the embossed seal of Amherst College.

Transcripts of credit earned at other institutions, which have been presented to Amherst College for admission or transfer of credit, become a part of the student's permanent record but are not issued, reissued, or copied for distribution. With the exception of Five-College Interchange courses, grades for courses that were transferred from other institutions are not recorded; credit only is listed on the Amherst transcript. Transcripts for all academic work at other institutions of higher education, including summer schools, should be requested directly from those institutions.

PASS/FAIL OPTION

Amherst College students may choose, with the permission of the instructor, a pass/fail arrangement in two of the thirty-two courses required for the degree, but not in more than one course in any one semester. The choice of a pass/fail alternative must be made within fourteen days after the beginning of the semester and must have the approval of the student's advisor. No grade-point equivalent will be assigned to a "Pass," but courses taken on this basis will receive either a "P" or an "F" from the instructor, although in the regular evaluation of work done during the semester the instructor may choose to assign the usual grades for work submitted by students exercising this option. Freshmen, who have the privilege of withdrawing from one course without grade penalty, and transfer students, who have the privilege of withdrawing from one course during their first semester at Amherst, must take no less than three graded courses in each semester.

EXAMINATIONS AND EXTENSIONS

Examinations are held at the end of each semester and at intervals in the year in all courses. At the end of each semester, final grades are reported and the record for the semester is closed. In conformity with the practice established by the Faculty, no extension of time is allowed for intraterm papers, examinations and incomplete laboratory or other course work beyond the date of the last scheduled class period of the semester, unless an extension is granted in writing by both the instructor and the Class Dean.

A student who is prevented by illness from attending a semester examination may be granted the privilege of a special examination by the instructor and the Dean of Students, who will arrange the date of the examination with the instructor. There are no second or make-up semester examinations, unless a student is prevented by illness from taking such an examination at the scheduled time.

A semester examination may be postponed only by approval of the instructor and the Dean of Students.

Only for medical reasons or those of grave personal emergency will extensions be granted beyond the second day after the examination period.

VOLUNTARY WITHDRAWALS AND EDUCATIONAL LEAVES

The College has traditionally recognized the educational and personal rewards that many students receive from a semester or two away from the campus. Some departments, especially language departments, strongly encourage or require that students majoring in their department study in a foreign country. Occasionally, faculty members, advisors, or deans may suggest that students withdraw from formal studies to gain fresh perspectives on their intellectual commitments, career plans, or educational priorities. Family circumstances, medical problems, declining motivation, and other factors commonly encountered by students may require that they remain away from the College for more than the usual College vacation periods. The College, therefore, encourages students to consider carefully their situations, to clarify their objectives, and to decide for themselves whether they should temporarily interrupt their study at the College and take voluntary withdrawals or go on educational leaves.

Students who wish to explore the advantages and disadvantages of voluntary withdrawals and educational leaves should confer with their class deans, College and departmental advisors, resident counselors and parents. Some students will also find it beneficial to discuss their situations and tentative plans with the Registrar, the Study Abroad Advisor, the foreign language departments, the Office of Career Counseling and the Dean of Financial Aid.

Students who go on educational leave from the College usually do so during the Junior year, although Sophomore year educational leaves are permitted. It is expected that students will spend their Senior year at Amherst. (See also #4 on page 61.) To receive academic credit for study elsewhere, students must perform satisfactorily in a full schedule of courses approved in advance by the Dean of Students Office, the Registrar, and the students' advisors. Students on educational leave from Amherst must enroll at other institutions as visiting non-degree students. (See also Transfer Policy statement on page 59.)

To ensure that students have ample time for changing their status with the College and to allow the College to maintain full use of its educational facilities, some minimum procedures and deadlines have been instituted. All students considering voluntary withdrawals or educational leaves for the fall semester must notify their class deans and advisors before March 16. Students who may be away from campus for the spring term should notify their dean and advisor before November 1. Educational leaves usually require a considerable amount of correspondence with other colleges and universities, especially in the case of foreign study. Therefore, students who may wish to go on educational leaves should begin discussing their plans at least a full semester before they expect to be enrolled in another institution.

Students considering educational leaves and withdrawals should also read the next section on Readmission.

Prior to the seventh week of any semester, students may choose to withdraw voluntarily without their final grades being recorded. However, unless granted exemptions by the Committee on Academic Standing or Dean of Students' Office, students who withdraw after the seventh week of a semester will have final grades for that semester recorded on their permanent academic records. Refunds of tuition, deposits and fees are treated according to the College policy stated on page 45 of this Catalog. When withdrawals have been approved by the class deans and faculty advisors, the deans will specify any readmission requirements in writing and will indicate what academic work, if any, must be completed prior to readmission.

READMISSION

All students requesting readmission after voluntary withdrawals and academic dismissals and all students on educational leaves who wish to return for the fall semester should write to their class deans and pay their $200 non-refundable advance tuition deposits as early as possible, but before March 16. For students planning to return for the spring semester, the letters and the deposits should be received by the College before November 1. In most instances, the deans will approve the readmission requests immediately. In some cases, additional information may be requested. Readmission requests from students seeking to return from academic dismissals and, in some cases, from voluntary withdrawals will be referred to the Committee on Academic Standing. In these cases, detailed letters requesting readmission, accompanied by grade reports of courses taken at an approved college or university, letters from employers, and other documents supporting the readmission requests should be sent to the class deans. Students on educational leaves should simply confirm their intention of returning to the campus and pay their advance tuition deposits before the above stated dates. Failure to meet these deadlines will jeopardize students' opportunities to return to the College for the following semester and to participate in the student residence room-selection and fraternity rushing.

TRANSFER POLICY

Amherst College students who are considering transferring to other institutions should understand that the College will not readmit those who choose to become degree candidates at other colleges and universities. All Amherst College students who transfer to and enroll as degree candidates at other institutions will forfeit their opportunity to re-enroll in the College. Before arranging to transfer, students should discuss their plans and options with their class dean.

Students who plan to attend other colleges and universities while on educational leave or as participants in exchange programs must have explicit written understanding with Amherst College as well as confirmation from host schools that they will be enrolled as visitors, rather than as degree candidates. (See page 67 regarding academic credit from other institutions.)

DELINQUENCIES

At the midpoint and end of each semester, the cases of all students whose work is unsatisfactory are brought before the Committee on Academic Standing for consideration. Those who have clearly shown their unfitness for college work are dismissed from the College. Others whose records are unsatisfactory are placed on academic probation. Students who by failing a course incur a deficiency in the number of courses required for normal progress toward graduation are usually expected to make up that course deficiency before being permitted to register for the next academic year. (See Course Requirements, page 62.)

Students belonging to one or more of the following groups may not expect to continue at Amherst College:

a. Those who in any semester fail in two or more courses. Withdrawal from a course while failing it shall count as a failure.*

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*See Degree Requirements

b. Those who in any semester fail a course and receive an average of less than 7 in courses passed.*
c. Those who in any semester pass all courses but receive an average of less than 6.
d. Those who have accumulated delinquencies in three or more courses during their college careers.
e. Those who have been on probation and have failed to meet the conditions of their probation.

Normally, a student dismissed from the College for reasons of unsatisfactory academic performance will not be eligible for readmission until he or she has been away from the College for two semesters and shall be expected to make up deficiencies before readmission. Conditions for readmission shall be set forth clearly and in writing and must be met by the student before he or she can be considered for readmission to the College.

Students taking courses in a summer school to make up a delinquency incurred at Amherst College must have their summer school courses approved in advance by the Registrar. The College does not grant transfer credit for courses completed with a grade below C.

ROOMS AND BOARD

Dormitory, fraternity and lottery house rooms are equipped with bed, mattress, bureau, desk, chairs, and bookcase or shelves. Occupants furnish their own blankets, linen, pillows, and towels, and may provide extra furnishings if they wish, such as rugs, curtains, lamps, etc.; they may not add beds, sofas, lounges, or other furniture of such nature except under certain circumstances. More complete regulations for occupancy are contained in the *Student Handbook.*

All students living in dormitories and houses are required to subscribe to the 21 meals per week plan of Valentine Hall. Valentine Hall is able and willing to accommodate students with special dietary needs. There are no rebates for absence from meals.

Students wishing to explore the advantages and disadvantages of off-campus living should speak with the assistant dean in charge of housing or their class dean. First year students, unless specifically excused by the Dean of Students, are required to live in College-owned houses or with relatives.

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*See Degree Requirements

Degree Requirements

BACHELOR OF ARTS

THE DEGREE Bachelor of Arts is conferred upon students who have satisfactorily met the requirements described below. The plan of studies leading to this degree is arranged on the basis of the equivalent of an eight-semester course of study to be pursued by students in residence at Amherst College.

The degree Bachelor of Arts *cum laude, magna cum laude,* or *summa cum laude* (Degree with Honors) is awarded to students who have successfully completed an approved program of Honors work with a department or program.

Other students who satisfactorily meet requirements as indicated below receive the degree, Bachelor of Arts, *rite.*

REQUIREMENTS

The Bachelor of Arts degree is awarded to students who:

1. Complete thirty-two full semester courses and four years of residence,* except that a student who has dropped a course without penalty during the Freshman year, or who has failed a course during the Freshman or Sophomore year, shall be allowed to graduate, provided he or she has been four years in residence at the College and has satisfactorily completed thirty-one full courses.

Transfer students must complete thirty-two full semester courses or their equivalent, at least sixteen of them at Amherst, and at least two years of residence at Amherst, except that a transfer student who has dropped a course without penalty during his or her first semester at Amherst shall be allowed to graduate with one less full course.

2. Complete the requirements for a major in a department or a group of departments including a satisfactory performance in the comprehensive evaluation.

3. Attain a general average of 6 in the courses completed at Amherst and a grade of at least C in every course completed at another institution for transfer credit to Amherst.

4. It is expected that students will spend their Senior year at Amherst in order to ensure their final evaluation by the Faculty. Exceptions to this

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*In exceptional cases, a student with at least six semesters of residence at Amherst and at least twenty-four courses, excluding summer school courses not taken as make-up work or recognized as part of a transfer record, may apply for early graduation. Students seeking to graduate before they have satisfied the normal thirty-two-course requirement will have the quality of their achievement thoroughly evaluated. The approval of the student's advisor, department, the Dean of Faculty, the Committee of Six, and finally the Faculty must be received to be granted the status of candidate for the degree.

rule may only be considered in cases where a student's department strongly advocates such an exception for the sake of concrete educational benefits or in the event of personal medical emergency.

COURSE REQUIREMENTS

All students except Independent Scholars are required to elect four full courses each semester and may elect an additional half course. The election of a half course in addition to the normal program is at the discretion of the student and without special permission. A student may not elect more than one half course in any semester except by consent of his or her class dean and the departments concerned. In such cases the student's program will be three full courses and two half courses. Half courses are not normally included in the thirty-two-course requirement for graduation.

In exceptional cases a student may, with the permission of both his or her academic advisor and class dean, take five full courses for credit during a given semester. Such permission is normally granted only to students of demonstrated superior academic ability, responsibility, and will. On occasion, a student who has failed a course may be permitted to take a fifth course in a given semester if, in the judgment of the Committee on Academic Standing, this additional work can be undertaken without prejudice to the student's regular program.

A student who by failing a course incurs a deficiency in the number of courses required for normal progress toward graduation is usually expected to make up that course deficiency by taking a 3-4 semester hour course at another approved institution during the summer prior to the first semester of the next academic year. (See additional information under Delinquencies, page 59.)

A student may not add a course to his/her program after the fourteenth calendar day of the semester, or drop a course after this date except as follows.

Freshmen may petition the Dean of Freshmen to drop one course during their first year without receiving a failing grade. Such a course withdrawal may take place within the first eight weeks of either the first or second semester and requires approval by the instructor in that course, the student's advisor, and the Dean of Freshmen. Other exceptions to this rule shall be made only for medical reasons or reasons of grave personal emergency, and shall be made only by the Class Deans.

Transfer students may petition their Class Dean to drop one course any time within the first eight weeks of their first semester at Amherst without receiving a failing grade. Such a course withdrawal requires approval by the course instructor, the student's advisor, and the Class Dean.

Courses taken by a student after withdrawing from Amherst College, as part of a graduate or professional program in which that student is enrolled, are not applicable toward an Amherst College undergraduate degree.

THE LIBERAL STUDIES CURRICULUM

Under a curriculum adopted in 1977 and modified in 1982, Freshmen are required to take one course in a program called Introduction to Liberal Studies (ILS). Each ILS course is planned and taught by two or more members of the Faculty, representing different disciplines, who collaborate to develop an interdisciplinary topic. The subject matter of the courses varies, reflecting the concerns of the groups of Faculty members who devise them. The courses offered for 1983-84 are described on pages 71-76.

Through the ILS courses, Freshmen are exposed to the diversity of learning that takes place at the College. They get a sample of the nature of the institution and what actually takes place in the College: what people do at Amherst and how they do it. Two or more Faculty members bring differences in training and perspective to the Freshman courses, and these differences alternately supplement and challenge the other members of the group. Each course thus becomes a forum where students are able to observe, compare and experience distinct intellectual styles.

The Liberal Studies Curriculum is based on a concept of education as a process or activity rather than a form of production. The curriculum provides a structure within which each student may confront the meaning of his or her education, and does it without imposing a particular course or subject on all students. Students are encouraged to continue to seek diversity and attempt integration through their course selection and to discuss this with their advisors.

Under the new curriculum, all members of the Faculty serve as academic advisors to students. Every student has a College Advisor through his or her Sophomore year; thereafter, each student will have a Major Advisor from the student's field of concentration. As student and advisor together plan a student's program, they should discuss whether the student has selected courses that: provide knowledge of culture and a language other than one's own and of human experience in a period before one's lifetime; analyze one's own polity, economic order, and culture; employ abstract reasoning; work within the scientific method; engage in creative action—doing, making and performing; and interpret, evaluate, and explore the life of the imagination.

THE MAJOR REQUIREMENT

Liberal education seeks to develop the student's awareness and understanding of the individual and of the world's physical and social environments. If one essential object in the design of education at Amherst is breadth of understanding, another purpose, equally important, is mastery of one or more areas of knowledge in depth. Upperclassmen are required to concentrate their studies—to select and pursue a major—in order to deepen their understanding: to gain specific knowledge of a field and its special concerns, and to master and appreciate the skills needed in that disciplined effort.

A major normally consists of eight courses pursued under the direction of a department or special group. A major may begin in either the Freshman or Sophomore year and must be declared by the end of the Sophomore year. Students may change their majors at any time, provided that they will be able to complete the new program before graduation.

The major program can be devised in accordance with either of two plans:

DEPARTMENTAL MAJORS

Students may complete the eight-course requirement within one department. They must complete at least six courses within one department and the remaining two courses in related fields approved by the department.

INTERDISCIPLINARY MAJORS

Students with special needs who desire to construct an interdisciplinary major will submit a proposed program, endorsed by one or more professors from each of the departments concerned, to the Committee on Special Programs. Under ordinary circumstances, the proposal will be submitted during the first semester of the Junior year and not under any circumstances later than the eighth week of the second Junior semester. The program will include a minimum of six upper-level courses and a thesis plan. Upon approval of the program by the Committee on Special Programs, an ad hoc advisory committee of three professors appointed by the Committee will have all further responsibility for approving any possible modifications in the program, administering an appropriate comprehensive examination, reviewing the thesis and making recommendations for the degree with or without Honors. Information on preparation, form, and submission of proposed interdisciplinary programs is available in the Office of the Dean of Students.

A part of the major requirement in every department is an evaluation of the student's comprehension in his or her major field of study. This evaluation may be based on a special written examination or upon any other performance deemed appropriate by each department. The mode of the evaluation need not be the same for all the majors within a department, and, indeed, may be designed individually to test the skills each student has developed.

The evaluation should be completed by the seventh week of the second semester of the Senior year. Any student whose comprehension is judged to be inadequate will have two opportunities for re-evaluation: one not later than the last day of classes of the second semester of the Senior year, and the other during the next college year.

DEGREE WITH HONORS

The degree Bachelor of Arts with Honors is awarded at graduation to students whose academic records give evidence of particular merit. It may be awarded *cum laude, magna cum laude,* or *summa cum laude,* according to the level of achievement of the candidates. All degrees with Honors are noted on the diploma and in the commencement program.

The award of Honors is made by the Faculty of the College. In making such awards the Faculty will take into account the following factors: (1) Candidates must have a minimum college average of 9 (B−) to be eligible to be considered for the degree *cum laude,* of 11 (B +) for the degree *magna cum laude,* and of 12 (A−) for the degree *summa cum laude.* (2) Candidates must receive the recommendations for the degree *cum laude, magna cum laude,* or *summa cum laude* from the department in which they have done their major work. Each department will define the conditions upon which it will be its practice to make recommendations to the Faculty. (3) Candidates for the degree *summa cum laude* will have their entire records reviewed by the Dean of the Faculty and the Committee of Six, who will transmit their recommendations to the Faculty. Only students of marked distinction in both general work and in the field of Honor studies will be recommended for the *summa cum laude* degree.

In exceptional cases, upon recommendation of the department in which the candidate has done his or her major work, the Committee of Six may recommend to the Faculty that a student be awarded a degree of Honors for which the student does not have the required average.

The minimum average required for a student to be accepted by a department as a candidate for Honors is determined by the department concerned.

Students in the Independent Study Program may become candidates for the degree with Honors. Recommendations for such students will be made by the student's tutor together with those members of the student's committee who have joined in assigning a comprehensive grade in the program.

INDEPENDENT STUDY

A limited number of students who elect to do so may participate in an Independent Study Program, usually in the Junior or Senior years in lieu of a traditional major program. Participants are chosen by the four-member Faculty Committee on Special Programs, which includes the Dean of Students, after nomination for the program by a member of the Faculty. Independent Scholars are free to plan a personal program of study under the direction of a tutor, chosen by the student with the advice and consent of the Committee. The tutor provides the guidance and counsel necessary to help the student attain the educational objectives he or she has set. The tutor and one or more other members of the

Faculty familiar with the student's work will ultimately assign a comprehensive grade and provide a detailed, written evaluation of the student's performance which will become part of the individual's formal record at Amherst College. Grades in such regular courses as the student may elect will be taken into account in assigning the comprehensive grade, and the student is eligible for a degree with Honors, as well as all other awards and distinctions.

FIELD STUDY

The Faculty has instituted a program of Field Study under which students may pursue a course of study away from Amherst for either one or two semesters. Students are admitted to the program by the Committee on Special Programs after approval of their written proposal, and are assigned a Field Study Advisor chosen from the Faculty.

Upon being admitted to Field Study, students become candidates for the degree of Bachelor of Arts with Field Study, which is normally attained in four and one half or five years. During the first semester in residence at Amherst after the period of Field Study, students must take a Special Topics course, normally with their Field Study Advisor, in which they draw on both their experience of Field Study and further investigation relating to it. Students may also pursue a related Special Topics course in the semester before they enter their program of Field Study.

Students pursuing a two-semester plan of Field Study will be allowed to continue after the first semester only upon providing evidence to the Committee that they are satisfactorily carrying out their program. No student shall begin study in the field later than the first semester of the Senior year.

Students pursuing Field Study shall maintain themselves financially in the field, and during the period shall pay a Field Study fee of $50 to the College in lieu of tuition.

The transcript of a student who has undertaken Field Study shall include a short description and appraisal by the Field Advisor of the student's project and of the related Special Topics course.

FIVE COLLEGE COURSES

Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts have for some time combined their academic activities in selected areas for the purpose of extending and enriching their collective educational resources. Certain specialized courses not ordinarily available at the undergraduate level are operated jointly and open to all. In addition, students in good standing at any of the five institutions may take a course, without cost, at any of the other four if the course is significantly different from any offered on their own campus and they have the necessary qualifications.

The course must have a bearing on the educational plan arranged by the student and his or her advisor. Professional, technical and vocational courses are not generally open for Five College interchange credit. Those courses accrue credit toward degrees other than the Bachelor of Arts degree which is offered at Amherst College. Individual exceptions must be approved by both advisor and Dean of the Faculty on the basis of the student's complete academic program at the College.

The Premedical Committee reminds health preprofessional students that required courses (biology, chemistry, mathematics, physics) should normally be taken at Amherst College and not at other Five College institutions.

To enroll in a Five College course, an Amherst student must have the approval of his or her advisor and the Dean of the Faculty. Only under special circumstances will permission be granted by the advisor and the Dean of the Faculty for an Amherst student to enroll in more than two Five College courses per semester. If permission to enroll in a course is required for students of the institution at which the course is offered, students from the other Five Colleges must also obtain the instructor's permission to enroll.

Free bus transportation among the five institutions is available for interchange students.

Students interested in such courses will find current catalogs of the other institutions at the Loan Desk of the Library and at the Registrar's Office. Application blanks may be obtained from the Registrar's Office.

Other aspects of Five-College cooperation are described in the *Student Handbook.*

ACADEMIC CREDIT FROM OTHER INSTITUTIONS

Amherst College does not grant academic credit for work completed at other institutions of higher education unless it meets one of the following criteria: (1) each course offered as part of a transfer record has been completed and accepted by the College prior to matriculation at Amherst; (2) the work is part of an exchange program of study in the United States or abroad approved in advance by a Dean of Students; or (3) the work has been approved by the Registrar as appropriate to make up a deficiency deriving from work not completed or failed at Amherst College (see Delinquencies).

COOPERATIVE DOCTOR OF PHILOSOPHY

A cooperative Doctor of Philosophy program has been established by Amherst, Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts. The degree is awarded by the University of Massachusetts, but some, perhaps much—and in a few exceptional cases even all—of the work leading to the degree might be done in one or more of the other Institutions.

When a student has been awarded a degree under this program, the fact that it is a cooperative doctoral degree involving Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts will be indicated on the diploma, the permanent record, and all transcripts, as well as on the commencement program.

The requirements for the degree are identical to those for the Ph.D. degree at the University of Massachusetts except for the statement relating to "residence." For the cooperative Ph.D. degree "residence" is defined as the institution where the dissertation is being done.

Students interested in this program should write to the Dean of the Graduate School at the University of Massachusetts. However, a student who wishes to work under the direction of a member of the Amherst Faculty must have the proposal approved by the Dean of the Faculty of Amherst College and by the Amherst Faculty Committee of Six.

V

COURSES OF INSTRUCTION

Courses of Instruction

COURSES are open to all students, subject only to the restrictions specified in the individual descriptions. In general all courses numbered 1 to 9 are introductory language courses. Introductory courses in other areas are numbered 11 to 20, Senior Honors courses, usually open only to candidates for the degree with Honors, are numbered 77 and 78, and Special Topics courses are numbered 97 and 98. All courses, unless otherwise marked, are full courses. The course numbers of double courses and half courses are preceded by D or H. All odd-numbered courses are offered in the first semester, unless followed by the designation s, and all even-numbered courses are offered in the second semester unless followed by the designation f.

SPECIAL TOPICS COURSES

Departments may offer a semester course known as Special Topics in which a student or a group of students study or read widely in a field of special interest. It is understood that this course will not duplicate any other course regularly offered in the curriculum and that the student will work in this course as independently as the director thinks possible.

Before the time of registration, the student who arranges to take a Special Topics course should consult the instructor in that particular field, who will direct the student's work; they will decide the title to be reported, the nature of the examination or term paper, and will discuss the preparation of a bibliography and a plan of coherent study. All students must obtain final approval of the Department before registration. Two Special Topics courses may not be taken concurrently except with the prior approval of the Dean of Students.

FRESHMAN COURSES: INTRODUCTION TO LIBERAL STUDIES

During 1983-84, twenty-seven Faculty members in groups of two to five will teach ten Introduction to Liberal Studies courses. Every Freshman must take one of these courses during the first semester. They are open only to Amherst College Freshmen.

1. Perspectives on the Professions. At the heart of modern American life lie the relatively unexamined institutions of the professions. Within professional lives emerge most clearly the tensions between elitism and egalitarianism, the impulses toward social services and toward social control, the strains of career demands versus personal lives.

Part One of this course explores the current sense of crisis in the professions through recent articles, a Presidential address, and Scott Turow's *One L* (the dramatic account of an Amherst graduate's first year at Harvard Law School).

Part Two opens with an analysis of how early American professions differed from those of Europe and turns to such first-hand historical materials as John Adams' account of how he became a lawyer in prerevolutionary Boston. Joseph Baldwin's sketches of the frontier bar during *The Flush Times of Alabama and Mississippi,* and Elizabeth Blackwell's memoir on *Opening the Medical Profession to Women* in the 1850s. A biography of *William Welch and the Rise of Modern Medicine* demonstrates the new professionalism emerging in the late nineteenth century, and excerpts from *Simple Justice* show how Charles Houston (Amherst '15) trained a cadre of other black lawyers to break down the legal pillars of racial segregation over three decades in the twentieth century. Readings from Bledstein's *The Culture of Professionalism* and from Max Weber's *The Protestant Ethic and the Spirit of Capitalism* raise questions about the larger historical perspectives from which to understand the emergence of present professional attitudes.

Part Three examines modern professional lives through James Gould Cozzen's novel, *The Just and the Unjust,* and through sociological analyses of law, medicine, and clergy. A cross-cultural perspective will look also at contemporary professions in the Soviet Union.

Part Four raises some of the dilemmas of professional ethics as seen by philosophers and draws upon case studies concerning "the right to die." It concludes with a brief book of essays by historians, a psychiatrist, and a lawyer on *Doing Good: The Limits of Benevolence.*

Part Five ends with some consideration by psychologists of how professions interact with the life cycle of both men and women. It raises questions about how professional lives and family needs may produce alterations in traditional roles.

Most of the course meetings will be in seminars, but these will be interspersed with lectures, panel discussions, films, and possibly some outside speakers when all three seminars will meet together.

First semester. Professors Greene and Olver.

2f. Romanticism and the Enlightenment. Between 1750 and 1850 occurred one of the great revolutions of Western civilization. The civilization of the Enlightenment or "Age of Reason" began to give way to the very different culture of Romanticism, or "the Age of Emotion." The influences of the Enlightenment and of Romanticism, as well as their continuing opposition, persist as elements of our present culture. Our politics, economics, and science are largely products of the Enlightenment, while our literature, art, music and religion show the crucial effects of Romanticism. The course is concerned with investigating this major change in Western culture, both in order to understand the process of cultural criticism and cultural change, and in order the better to comprehend the mixed effects of the Enlightenment and Romanticism in our cultural heritage. By contrasting important works exemplary of the Enlightenment and of Romanticism, the course shows how this cultural revolution occurred in several areas of creative endeavor, observing the related themes and traits first of Enlightenment, then of romantic religion, history, music, painting, science and literature. We shall study works by such major figures as: Franklin, Rousseau, Burke, Paine, Voltaire, Michelet, Mozart, David, Schubert, Emerson, Goethe, Johnson, Wordsworth, and Emily Brontë.

First semester. Professors Clark, Gross, Halsted, Pemberton and Zajonc.

3. Darwin and the Descent of Man. Few individuals have affected so profoundly the way we view ourselves as has Charles Darwin (1809-1882). This course will examine Darwin's contributions, not only to evolution and the origin of species but to ethology and psychology, geology, and ecology. We will consider modern Darwinism and take up recent strong challenges to Darwinian dogma by, for example, the paleontologists, the Marxists, the 'genetic drifters,' and the creationists. A critical part of our survey will concern the impact of Darwinian ideas of modern culture. For example, a reading of Darwin's opus, "The Descent of Man and Selection in Relation to Sex," will lead to discussion of the nature of races and sexes, human sociobiology, and evolution and ethics (including discussions about social Darwinism and biological determinism). The course will include scrutiny of some social and political aspects of American-style creationism.

First semester. Professors Lovett Doust, Springer and Woglom.

4f. Quest for Community. This course examines the many-sided nature of the desire for community in contemporary America. Intersecting with historical and social science scholarship as well as the evocation of community in recent political debate, the course attempts to ascertain whether there is any unromanticized way of conceiving of and evaluating community. To avoid romanticizing community we will ponder its dark side: the limitation on individual freedom, the burdening weight of tradition and the fettering of the rational self which have been its frequent concomitants. But so too will we consider the forces—political, economic and technological—which have obstructed the realization of community and perverted its forms; in this way the quest for community will be used to consider other features of American society. The desire then is to construct, or at least work towards, a concept of community which is relevant to our needs in an advanced industrialized society, and not an attempt to return to the past. This will lead us to consider proposals for community emanating from the political left as well as from the right; we will consider what "socialist" and "libertarian" visions of a decentralized society have in common, where they differ in concept, and the different paths to their realization. The readings in the course will be drawn broadly from the social sciences.

First semester. Professors Dizard and Foglesong.

5. **In Search of a Land Ethic.** This course will explore the relationship between Americans and their environment. We will begin by examining the historical traditions, cultural norms, and economic policies which have molded the relationship between Americans and their environment. We will then proceed to a consideration of the prospects for an ecologically responsible future. In this context, we will pay special attention to the complex interplay of ecological processes which operate in the natural world, and to the equally complex interplay of social, psychological and economic processes which relate American concepts of the nature of land and property to Americans' treatment of the natural world around them. Our goal is to construct one or more ecological ethics which define a healthy interaction between human beings and their environment, and to then consider how these ecological ethics may, or may not, conflict with other American values such as private property, the equitable distribution of wealth, and individual freedom. Throughout the course we will probe the utility of the environmental and social sciences for the definition and achievement of an ecological ethic.

The course will meet three times per week. Class meetings will include formal presentations, from both staff and students, discussion meetings with the entire group, and smaller seminar discussions with the group divided into sections. There will also be occasional field trips. Each student will have the opportunity to work in still smaller groups on a semester-long project.

First semester. Professors Belt and Cheyette.

6f. **Race and Sex.** The categories of race and sex have served a variety of functions. People have been assigned positions in moral, political and social hierarchies on the basis of their race and/or sex. What kind of categories are these, and why have they been thought to be relevant to the determination of one's position in society? This course will examine from a number of perspectives (historical, philosophical, anthropological, sociobiological, political, and literary) how it is that race and sex have emerged as such important categories in our collective life, and why the categories have such a persistent hold on our imagination, how they are perpetuated, and what role they play in maintaining patterns of social organization and certain distributions of power.

We will begin by discussing the meaning of racial and sexual images. What arguments support the assumption that there are inherent differences between racial groups, and men and women, and that these distinctions matter in all other spheres of life? How have these arguments been used to justify colonialism, slavery, inequality of work, political and economic power, educational opportunities? What are the consequences of such collective beliefs and such a pattern of history for the self-images formed by both the dominated and the dominator?

We will end by considering how the two categories interact. What problems of conflicting loyalty do third-world women face, for example? Have liberation movements generated alternative definitions of these categories? What is the current prospect for an end to racism and sexism, and would this require the obliteration of all sexual and racial differences? Films and guest speakers will supplement the course.

This course will meet twice weekly, and will consist of lectures and section meetings. On most occasions groups will meet together with two instructors present, but there will also be small seminar meetings.

First semester. Professors Basu, Dennerline and Waller.

7. Mind. What is mind? We all have one, but what is it that we have? A soul, a central processor, or just a bunch of protoplasm? Could we have more than one, or less than one? Or are such questions misguided? Should we seek to understand minds through investigating other things, such as brain activity or digital computers? Is a science of mind possible, or will there always be some aspects of mind that resist scientific investigation and can only be understood in non-scientific ways? Our goal is to make explicit the issues involved in these questions, and to reflect on what it is to come to grips with these issues, as a model for the educational process. What does it mean to disagree, to understand, to change one's mind? What do potential answers to questions about mind imply about our responsibility towards others? We will approach these questions through readings, discussion, demonstrations, and writing.

First semester. Professors George, Kearns and Sorenson.

8f. George Orwell. The year 1984 is almost here, and it is time to assess the work of George Orwell. In this course we will take a close look at Orwell's work, not only at the later novels but also at much of his other work, especially *Homage to Catalonia,* the essays, and some of the earlier novels. We shall examine the following: (1) the social forces with which Orwell dealt—socialist revolution, fascist counter-revolution, and democratic capitalism—especially as these came together in the Spanish Civil War; (2) Orwell's own social background and the cultural tradition within which he wrote; (3) the ways in which his work has been received and interpreted; and (4) what moral and political lessons we ought to draw from it. We will discuss Orwell's views of the nature of power and the political uses of language in the modern world.

First semester. Professors Czap, Himmelstein and Maraniss.

9. Myth to History. This course is an inquiry into the continuum of myth and historical consciousness among the Hebrews and Greeks. How were cultural values transmitted orally? How then did the keeping of written records transform both what the societies remembered about themselves and how they articulated their central concerns in traditional tales? We shall consider the relationship of divine causation to individual responsibility, "fact" to "myth," linear to cyclical theories of history. Beginning with traditional accounts of the condition of man (the *Epic of Gilgamesh*, Genesis 1-11, the *Odyssey*,) we shall move back to creation myths (the *Enuma Elish*, Hesiod's *Theogeny*,) then forward to dynastic and national histories (II Samuel, I-II Kings, Herodotus' *Histories*, Thucydides' *Peloponnesian War*). Next we shall examine the reassessment of national identity in "tragic" forms (Job, Jonah, Tobit, Sophocles' tragedies) and, finally, the search for suprahistorical realities (Daniel, I Enoch, The Wisdom of Solomon, Plato's dialogues).

First semester. Professors Doran and Griffiths.

10f. Images of Light. This course is concerned with light—with the images used to describe its physical nature in a scientific context and those making reference to it metaphorically in literature and the arts. With this subject as an example, we shall examine the ways in which we express our experience of the world, emphasizing the role of language in perceiving, understanding and describing what we see.

Direct experience with the physical properties of light will include the observation of shadows, laboratory experiments with diffraction gratings and lasers, and examination of the colors produced by prisms. In addition, we will view holograms, films, and paintings; read literary works of writers such as Proust and Virginia Woolf where metaphors of light figure prominently; and create our own photographic and literary images of light.

Students will write frequent short papers on their understanding of what they have seen and heard about the images of light. These papers will serve as models for discussion of the relationship between observation and understanding. This course is primarily a writing course, aimed at encouraging students to develop articulate means of expressing their own thoughts about direct experience. The ultimate goal is to develop perceptiveness toward the surrounding world, sensitivity toward the meanings of words, and the capacity of each student to communicate these with a voice that is as compelling as it is personal.

Two eighty-minute sessions per week and one additional hour for experiments, exhibits or small seminars.

First semester. Professors Huston and Towne.

AMERICAN STUDIES

Professors Aitken, Dizard‡, Greene, Guttmann, Hawkins, Levin and Wills (Chairman); Associate Professors Gross and O'Connell*; Assistant Professors Couvares and Wexler.

A student who chooses to concentrate in American Studies makes a commitment to study American culture and society from as many perspectives as possible. Institutions, ideas, artifacts, literature, politics, ethnic and racial groups, everyday life and the relationship among these will be among the subjects of study. The student should finish a course of study with an awareness of a personal and historical connection to those peoples and forces which constitute American culture and society. No single discipline can comprehend the subject. Work in European, American and Afro-American history, in social theory and sociology, philosophy and religion, political institutions and theory, economics, in literature, music, art, and architecture are possible approaches to the subject. Each student, on the basis of personal and intellectual interests, will define a coherent program of study drawing on at least some of these disciplines.

Major Program. The Department of American Studies assists the student through the following requirements and advising program:

Requirements: A student concentrating in American Studies will take both terms of American Studies 11 and 12—the introductory course—usually by the end of the Sophomore year; American Studies 68, the Junior seminar; and in the Senior year, American Studies 77 and 78 as a part of the work in writing an interdisciplinary essay on an aspect of American experience. With the approval of the Department, American Studies 78 may become a double course.

The student will also take six courses about American culture and society selected from various disciplines. The course program should normally emphasize the study of history and literature (two courses in each field). The two remaining courses should be selected from another discipline or from two related disciplines. One might, for instance, take two courses in economics or one each in American music and art, or one each in political and social theory. Each student may, however, with the approval of the Department, work out any combination of six courses about America which constitutes a coherent course of study.

Each student will submit an interdisciplinary essay to the Department near the end of the second semester of the Senior year and meet with the advisor and two readers to discuss it. The quality of the essay will be an important factor in degree recommendations.

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*On leave 1983-84.

‡On leave second semester 1983-84.

Advising: Because each student develops an individual program of study in American Studies, it will be necessary to consult regularly with a departmental advisor. The purpose of this advising relationship is the creation of a context where a greater consciousness and definition of the student's educational interests and goals may be achieved.

Honors Program. All students majoring in American Studies must complete the requirements outlined above. Honors recommendations will be made on the basis of the quality of the Senior essay in light of the student's entire academic record.

Evaluation. There is no single moment of comprehensive evaluation in the American Studies major. The Department believes that a student's fulfillment of the American Studies course requirements, combined with a cumulative student-advisor relationship culminating in a Senior essay, provides for a range of performance in the field of American Studies sufficiently sustained to enable the Department to evaluate each student's achievement in the field.

11. American Studies. The Civil War and Reconstruction. Beginning with the rise of the Republican Party in the 1850s and concluding with the end of Reconstruction in the 1870s, this course will examine the origins, experience and aftermath of the Civil War. What were the political, economic, and social origins of the war? How was it experienced and interpreted by Americans both North and South, black and white, male and female, combatant and non-combatant? What was the impact of the Civil War on post-war efforts to reconstitute the nation in the context of sectional conflict, racial tension and industrial development? These questions will be explored through a variety of sources including literature and the arts.

First semester. The Department. Because the course topic changes annually, students may elect American Studies 11 twice for credit.

12. American Studies. Artistic Autonomy and Social Responsibility, 1919-1939. The focus of the course is upon the ways in which a work of art or literature evolves in response (a) to aesthetic traditions and conventions and (b) to the pressures of the political, economic, and social environment. In other words, how much of a novel (or a painting or a photograph) can be "explained" by literary (or artistic) history and how much by the social milieu? Within this broad focus, we will deal with political, economic, and foreign-policy issues in their own right as well as with their impingement upon art and literature. The specific topics discussed will include: the ethnic, racial, and religious controversies of the 1920s; the economic catastrophe of the 1930s; the rise of European fascism as a challenge to American democracy; the development of an American version of regionalist art; the progression of photography from Stieglitz to Evans and Bourke-White; and the literary achievement of

Hemingway, Faulkner, the Harlem Renaissance, and the proletarian writers and artists of the 1930s.

Second semester. The Department. Because the course topic changes annually, students may elect American Studies 12 twice for credit.

Culture and Community: The World of Emerson, Dickinson, and Thoreau. See History 55.

Not open to Freshmen. Limited to twenty students. First semester. Professor Gross.

Twentieth-Century America. See History 56.

Second semester. Professor Hawkins.

Seminar in Southern History. See History 57.

First semester. Omitted 1983-84. Professor Wills.

Nineteenth-Century America: The Emergence of a Modern Society. See History 59.

First semester. Professor Couvares.

Nineteenth-Century America: The Response to Industrialism. See History 60.

Second semester. Professor Couvares.

American Diplomatic History I. See History 61s.

Second semester. Omitted 1983-84. Professor Levin.

American Diplomatic History II. See History 62f.

First semester. Professor Levin.

American Diplomatic History III. See History 64.

Second semester. Professor Levin.

American Intellectual History: Colloquium on the American Character. See History 63.

Open to Juniors and Seniors with consent of the instructor. Limited to twenty students. First semester. Professor Commager.

Nineteenth-Century American Education. To be taught at Mount Holyoke College. See History 381-(02) in Mount Holyoke catalog.

First semester. Professor Hawkins.

Seminar in Recent American History. See History 67.

First semester. Omitted 1983-84. Professor Hawkins.

Seminar in American Intellectual History: The Bill of Rights. See History 68f.

Open to Freshmen and Sophomores with consent of the instructor. Limited to twenty students. First semester. Professor Commager.

Science and Society in Modern America. See History 82f.

First semester. Professor Servos.

Topics in the History of Science, Technology and Medicine. See History 83s.

Not open to Freshmen. Limited to twenty students. Second semester. Professor Servos.

American Men's Lives. See English 25.

Not open to Freshman except with consent of the instructor. First semester. Professor Townsend.

Twentieth-Century American Poetry. See English 53s.

Not open to Freshmen except with consent of the instructor. English 11 recommended. Second semester. Omitted 1983-84. Professor Pritchard.

Modern Satiric Fiction. See English 61.

Not open to Freshmen. English 11 recommended. First semester. Omitted 1983-84. Professor Pritchard.

Jewish Writers in America. See English 66f.

Not open to Freshmen. Limited to twenty students. First semester. Professor Guttmann.

The Emergence of an American Literature. See English 67.

Not open to Freshmen except with consent of the instructor. First semester. Professor Guttmann.

American Literature After the Civil War. See English 68.

Not open to Freshmen except with consent of the instructor. Second semester. Professor Peterson.

Readings in American Literature. See English 70f.

Requisite: a prior course in American literature. Open to Juniors and Seniors. Limited to twenty students. First semester. Professor Wexler.

Women and Photography. See English 72f.

Not open to Freshmen. Enrollment limited. First semester. Professor Wexler.

Contemporary Cultural Studies. See English 80.
Not open to Freshmen. Limited to twenty-five students. Second semester. Professor DeMott.

Anthropological Approaches to Culture, Class, and Race in the United States. See Anthropology 30f.
Not open to Freshmen. First semester. Professor Childs.

American Social Structure. See Sociology 12.
Second semester. Professor Himmelstein.

The Family. See Sociology 17s.
Second semester. Omitted 1983-84. Professor Dizard.

Sport and Society. See Sociology 22.
Second semester. Professor Guttmann.

Contemporary Conservatism in America: The Rise and Future Prospects of the New Right. See Sociology 27.
First semester. Omitted 1983-84. Professor Himmelstein.

Social Change. See Sociology 30f.
Open to Juniors and Seniors with consent of the instructor. First semester. Omitted 1983-84. Professor Dizard.

Introduction to African-American Music. See Black Studies 22.
Second semester. Professor to be named.

Introduction to African-American Poetry. See Black Studies 34.
Second semester. Professor Barthelemy.

Images of Black Women. See Black Studies 40.
Second semester. Omitted 1983-84.

The American Economy. See Economics 24f.
Requisite: Economics 11. First semester. Professor Kohler.

The Regulated American Economy. See Economics 25s.
Requisite: Economics 14 or 24. Second semester. Omitted 1983-84. Professor Janis.

American Economic History. See Economics 28.
Requisite: Economics 11. Second semester. Professor Aitken.

Problems in Economic History. See Economics 32.
Requisite: Economics 27 or 28 and consent of the instructor. Limited to fifteen students. Second semester. Professor Aitken.

Musical Culture in the United States. See Music 27.
First semester. Omitted 1983-84. Professor Reck.

The Presidency. See Political Science 20.
Second semester. Professor Petracca.

American Government. See Political Science 21.
First semester. Professor Sarat.

Law, Politics and Society. See Political Science 22.
Second semester. Professor Sarat.

Political Obligations. See Political Science 23.
First semester. Professor Arkes.

The United States Congress. See Political Science 29.
First semester. Professor Petracca.

Parties and Political Organizing. See Political Science 31s.
Second semester. Professor Petracca.

Urban Politics and Policy. See Political Science 32f.
First semester. Omitted 1983-84. Professor Foglesong.

The American Constitution I: The Structure of Rights. See Political Science 41.
First semester. Professor Arkes.

The American Constitution II: Federalism, Privacy, and "Equal Protection of the Laws." See Political Science 42.
Second semester. Professor Arkes.

Administration and Statesmanship. See Political Science 43s.
Second semester. Professor Arkes.

Politics, Planning and Public Policy. See Political Science 44.
Second semester. Professor Foglesong.

American Political Thought. See Political Science 48.
Second semester. Omitted 1983-84. Professor Kateb.

The Courts, the Constitution and the Limits of Law. See Political Science 50.

Admission with consent of the instructor. Second semester. Omitted 1983-84. Professor Sarat.

The Distribution of Political Power in America. See Political Science 53s.

Admission with consent of the instructor. Second semester. Omitted 1983-84. Professor Petracca.

Capitalism and the Democratic State. See Political Science 58.

Admission with consent of the instructor. Limited to twenty-five students. Second semester. Professor Foglesong.

American Religious History I. See Religion 33.

First semester. Professor Wills.

American Religious History II. See Religion 34.

Second semester. Omitted 1983-84. Professor Wills.

Christian Ethics. See Religion 49.

First semester. Omitted 1983-84. Professor Wills.

68. **Seminar in American Civilization: Race and Gender in Jacksonian America.** A seminar for majors in American Studies and others interested in American culture. An examination of the United States in the Jacksonian period (with special emphasis on the experience of blacks and women) will be used as a point of departure for exploring alternative sources, methods, and viewpoints for understanding American culture. Questions considered will include: What is the relationship between literary and historical, quantitative and non-quantitative sources for understanding the past? What is the relation between knowledge of particular figures, places, and periods and understanding of American culture as a whole? What is the relationship between viewing America "from the bottom up" as opposed to viewing it "from the top down"? How does the American present shape our understanding of the American past—and vice versa?

Required for American Studies majors in their Junior year. Limited to twenty-five students. Second semester. Professor Wills.

77, 78. Senior Tutorial Course. The preparation of a Senior essay that develops a form of interdisciplinary inquiry in American civilization which has been approved by the Department.

Required of all Senior majors. First and second semesters.

97, 98. Special Topics. Independent Reading Course.

First and second semesters.

ANTHROPOLOGY AND SOCIOLOGY

Professors Babb‡, Bateson†, Dizard‡ (Chairman, first semester) and Pitkin (Chairman, second semester); Associate Professors Childs and Gewertz*; Assistant Professors Himmelstein and Rothenberg; Visiting Assistant Professor McLendon.

The Anthropology and Sociology program is designed to complement the work of the other disciplines in the social sciences by bringing to bear the specific resources of each upon the understanding of man and woman in society and culture. Emphasis is placed upon traditional as well as upon modern societies and upon people in the past as well as in the present.

Major Program: Students majoring in the department will be able to emphasize either an Anthropology or Sociology curriculum. In the first instance students will normally take (although not necessarily in this order) Sociology 11 or 12, or Sociology 25, Anthropology 11, 12 and Anthropology 23, and four additional courses approved by the Department. Candidates for degrees with Honors will include Anthropology 77, 78.

Those who pursue a Sociology curriculum will normally take Anthropology 11 or 12, or Anthropology 23, Sociology 11, 12 and Sociology 25, and four additional courses approved by the Department. Candidates for degrees with Honors will include, as Seniors, Sociology 77, 78.

The departmental comprehensive examination will consist of an oral or written critique of a specific book of current interest in anthropology and sociology. Each year's book will be designated at the beginning of the fall semester.

Interdepartmental majors in combination with a number of other fields may be arranged for Honors candidates.

Anthropology

11. The Evolution of Culture. An analysis of culture in evolutionary perspective, regarding it as the distinctive adaptive mode of humanity. The primary emphasis will be on the relations between biological, psychological, social and cultural factors in human life, drawing on the

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*On leave 1983-84.
†On leave first semester 1983-84.
‡On leave second semester 1983-84.

materials of primatology, paleontology, archeology and the prehistoric record.

First semester. Professor Pitkin.

12. Social Anthropology. An examination of theory and method in social anthropology as applied in the analysis of specific societies. The course will focus on case studies of societies from different ethnographic areas.

Second semester. Professor Childs.

21. Indian Civilization: Traditional India. A general survey of South Asian civilization. The course will deal with the origins of Indian society, the development of the Hindu tradition, the major heterodoxies, and the coming of Islam to the subcontinent. The course will also examine village life, the traditional family, and the principles of caste. Special attention will be given to folk religion.

First semester. Professor Babb.

23. History of Anthropological Thought. An examination of the development of the anthropological tradition from the late nineteenth century to the present. Readings will be drawn from the works of key figures in the development of American, British and French anthropology.

Not open to Freshmen. First semester. Professor Lass.

30f. Anthropological Approaches to Culture, Class, and Race in the United States. An examination of key anthropological works which address the entwined and often contradictory concepts of class, culture, and race in the United States. Readings from Drake and Cayton's *Black Metropolis,* Margaret Mead's *Culture and Commitment,* and Herbert Gans' *Urban Villagers,* among others.

Not open to Freshmen. First semester. Professor Childs.

31. Anthropological Approaches to the Study of Religion. An examination of anthropological theory and method relating to the analysis of systems of religious belief and practice.

Not open to Freshmen. First semester. Professor Babb.

32. Political Anthropology. The focus of this course will be on the kinds of understandings that anthropology can bring to political processes. Attention will be given to the political domains of nonindustrial societies, tribal and peasant, and to complex societies as well.

Not open to Freshmen. Second semester. Professor Pitkin.

33. Departmental Colloquium in the Nature of Deviancy. Designed to illuminate our understanding of particular kinds of alleged deviant behavior, such as that of homosexuals, criminals, the insane, in the light of social science theory. Students may earn credit for Sociology 33 or Anthropology 33, but not for both.

First semester. Professor Pitkin.

34. Economic Anthropology. An examination of the economic systems of non-industrial societies. Emphasis will be placed upon determining the variables significant for studying and distinguishing between different economies. Economic activities will be placed within their environmental and social contexts in order to discover how changes in economic systems come about.

Not open to Freshmen. Second semester. Omitted 1983-84. Professor Gewertz.

35s. Male-Female Relationships: A Cross-Cultural Perspective. This course provides an analysis of male-female relationships from a cross-cultural perspective, focusing upon the ways in which cultural factors modify and exaggerate the biological differences between men and women. Consideration will be given to the positions of men and women in the evolution of society, and in different contemporary social, political, and economic systems, including those of the industrialized nations.

Second semester. Omitted 1983-84. Professor Gewertz.

36. Culture and Personality. An examination of theoretical and methodological issues concerning the relationship between models of mental structure, consciousness and social structure. Primary emphasis will be on the theories of Freud and Marx. One two-hour seminar per week.

Admission with consent of the instructor. Second semester. Professor Pitkin.

42. Field Methods in Sociology. This is a first course in field research. Lectures and discussions will center on the logic and strategic application of qualitative data collection techniques in social science research. The techniques include: intensive interviewing, respondent interrogation, participant observation, systematic observational surveys, archives and records, and nonreactive traces of organized social behavior. Costs and benefits of each technique will be documented; the sequential uses of multiple methods in fieldwork will be introduced.

Second semester. Professor Faulkner.

77, 78. Honors Course.

First and second semesters. The Department.

97, H97, 98, H98. Special Topics. Independent Reading Courses. Full or half course.

First and second semesters. The Department.

Sociobiology. See Biology 14.
Second semester. Professor Zimmerman.

Introduction to Black Religion. See Black Studies 47.
First semester. Professor Childs.

The Concept of the Ghetto. See Black Studies 44.
Limited enrollment. Second semester. Professor Childs.

Religion and Art in Africa. See Religion 25s.
Second semester. Professor Pemberton.

Sociology

11. Introduction to Sociology. Sociology is, in large part, an attempt to elucidate systematically the underlying structures and dynamics of modernity. From our sociological forebears, Tocqueville, Marx, Durkheim, Weber, and others, we have inherited an enduring interest in the forms and processes of modern life and in the contradictions which we individually and collectively are compelled to live out. Thus, some of the major concerns of sociology include the rise of capitalism and its contemporary manifestations, the development of social classes and class consciousness, industrialization and technological rationality, bureaucratic forms of social organization, mass democracy and mass culture, individualism and the nature of the self, and social change and revolution. The course will focus on a number of these issues, using as resources both "classical" sociological theory and contemporary studies. At the same time, the nature of social theory and the problems of empirical research will be taken as issues rather than assumed as givens. Sociology itself will be approached as one aspect of modernity.
First semester. Professor Dizard.

12. American Social Structure. The social structure in which we live shapes our life chances, actions, and ideas. With this in mind, we shall attempt to identify the central features and master trends of American society and culture, paying special attention to the following issues: (1) the overall "nature" of American society (i.e., is it best characterized as capitalist, bureaucratic, or post-industrial?); (2) the structure of power in both the economy and the state; (3) the major bases of inequality—class, race, and gender; and (4) the fundamental themes of American culture. In regard to the last of these, we shall be concerned with the nature of our contemporary values and self-conceptions and how these might be changing in either "conservative" or "radical" directions.
Second semester. Professor Himmelstein.

15. Person and Society: An Introduction to Social Psychology. Beginning with the fundamental and age-old question "How is social order possible?" we will examine the ways in which groups form and elaborate distinctive codes—norms, roles and values—as well as the ways groups exert control over members' behavior. In pursuing this question, we will necessarily encounter a second fundamental issue: "What is human nature?" Is there a fixed human nature or are humans shaped by the social order? We will consider theories that stress primacy of the social order or the primacy of the individual as well as the interactionist approach which asserts that social order and human nature are products of constant interaction between the person and the society. Our analyses of these classical concerns will set the stage for an examination of more contemporary issues in social psychology such as the dynamics of deviance and conformity; sexism and racism; and the bases of collective action.

First semester. Professor Rothenberg.

17s. The Family. The intent of this course is to assess the sources and implication of changes in family structure. We shall focus largely on contemporary family relationships in America, but we will necessarily have to examine family forms different from ours, particularly those that are our historical antecedents. From an historical/cross-cultural vantage point, we will be better able to understand shifting attitudes toward the family as well as the ways the family broadly shapes character and becomes an important aspect of social dynamics.

Second semester. Omitted 1983-84. Professor Dizard.

22. Sport and Society. A cross-cultural study of sport in its social context. Topics will include the philosophy of play, games, contests, and sport; the evolution of modern sport in industrial society; Marxist and Neo-Marxist interpretations of sport; economic, legal, racial and sexual aspects of sport; national character and sport; social mobility and sport; sport in literature and film. Three meetings a week.

Second semester. Professor Guttmann.

25. Foundations of Sociological Theory. Sociology emerged as part of the intellectual response to the French and Industrial Revolutions. In various ways, the classic sociological thinkers sought to make sense of these changes and the kind of society that resulted from them. We shall begin by examining the social and intellectual context in which sociology developed and then turn to a close reading of the works of five important social thinkers: Marx, Tocqueville, Weber, Durkheim, and Freud. We shall attempt to identify the theoretical perspective of each thinker by posing several basic questions: According to each social thinker, what is the *general* nature of society, the individual, and the relationship between the two? What are the distinguishing features of modern Western society *in particular*? What distinctive dilemmas do individuals face in modern society? What are the prospects for human freedom and happiness? Although the five thinkers differ strikingly from each other, we shall also determine the extent to which they share a common "sociological consciousness."

First semester. Professor Himmelstein.

26. Modern Sociological Theory: The New Classics. Although the classic sociological thought of the nineteenth and early twentieth centuries dealt with many important issues, it said little about several others. Some issues, like race, gender, and imperialism, were simply overlooked; others, like revolution in less developed countries, fascism, and advanced capitalism, became issues only after 1920. We shall examine these and other issues that have preoccupied twentieth-century social thought by reading one seminal work with regard to each—works that are vital starting points and sources of continuing insight. We shall be concerned, in short, with the "new classics" of sociology. Tentative assignments include Beauvoir, *The Second Sex;* Trotsky, *The Russian Revolution;* Moore, *The Social Origins of Dictatorship and Democracy;* Baran, *The Political Economy of Growth.*

Not open to Freshmen. Second semester. Professor Himmelstein.

27. Contemporary Conservatism in America: The Rise and Future Prospects of the New Right. American politics and ideology seem to have moved to the "right" in recent years. Informed by relevant sociological perspectives, we shall analyze this resurgent American conservatism as both a socio-political movement and a body of ideas. By identifying its various components and placing them in historical context, we shall attempt to make sense of Ronald Reagan's victory and the growth of the New Right. We shall first examine the emergence of right-wing movements and conservative thought in Europe as reactions to the French and Industrial Revolutions. We shall then look at the history of right-wing movements and the fate of conservative thought in the United States with particular attention to the post-World War II period. Finally, we shall turn our attention to the contemporary conservative drift. We shall make extensive use of newspapers, journals, and other contemporary materials in an effort to keep track of the changing fortunes of the Right.

First semester. Omitted 1983-84. Professor Himmelstein.

28. Socialization and Social Control Throughout the Life Cycle. Socialization is the process by which individuals are, in effect, inducted into a social group, acquiring the aptitudes, values, and customs of the group. Most research has been devoted to a study of the socialization of the young but, in fact, socialization is an on-going process, a more-or-less constant learning and adapting to social expectations. Of course the individual is never fully socialized: invariably some social demands are resisted or rejected. This course will trace the socialization process through the life cycle, emphasizing the critical turning points, such as the taking on of adult work roles, marriage, and retirement. In addition to considering the general implications of early childhood socialization for adult character, we will pay particular attention to the processes of gender role socialization and political socialization.

Second semester. Professor Rothenberg.

30f. Social Change. Much change, to paraphrase Marx, goes on behind people's backs. The purpose of this seminar is to explore several theoretic frameworks, classical and contemporary, that help us see what is going on "behind our backs." The early meetings of the seminar will be devoted to developing an understanding of the most prominent theories, principally those of Marx and Parsons and their respective followers, in order that we might then proceed to our own analyses of selected instances of change or aborted change. The range of topics we will explore will include revolution, reform, modernization, social movements, and social decay. Readings will include monographic studies as well as theoretical texts. Students will be expected to prepare seminar presentations as their work progresses through the semester. One two-hour seminar per week.

Open to Juniors and Seniors with consent of the instructor. First semester. Omitted 1983-84. Professor Dizard.

31. Sociology of Education. Most students will have spent nearly 15,000 hours in educational institutions by the time they graduate from high school. How much of an impact *do* schools have on people? How does the structure of the institution affect what happens to students? In the long run, does all this schooling make any difference? This course will examine the role of education and the structure of educational institutions (including colleges and universities) in American society. The process by which skills, cultural norms, and cultural values are transmitted will be studied. Also, the distribution of educational opportunity will be explored. These issues will be dealt with at the level of the classroom, the school, and the community. The latter part of the course will focus on school desegregation and the creation of change in the educational system.

First semester. Professor Rothenberg.

32. Marx and the Marxists. The ideas of Karl Marx and Friedrich Engels continue to be important intellectually and politically. In this course, we shall take a close look at the work of Marx, Engels, and some of their intellectual descendants. Building on a knowledge of basic Marxian ideas equivalent to that provided by Sociology 25, we shall (1) read some substantive work of Marx and Engels (e.g., *Capital, The 18th Brumaire*) in greater depth; (2) acquaint ourselves with some major Marxist figures of the first half of the twentieth century (e.g., Lenin, Trotsky, Gramsci, Lukacs, the Frankfurt School); (3) survey contemporary Marxist work on political economy, dependency and underdevelopment, the state, culture, and gender roles.

Requisite: Sociology 25 or consent of the instructor. Second semester. Omitted 1983-84. Professor Himmelstein.

33. Departmental Colloquium in the Nature Of Deviancy. Designed to illuminate our understanding of particular kinds of alleged deviant behavior, such as that of homosexuals, criminals, the insane, in light of social science theory. Offered as Anthropology 33.

First semester. Professor Pitkin.

42. Youth, Youth Culture, and Youth Serving Institutions. As individual societies develop and as the division of labor is elaborated, the transition to adulthood becomes protracted, and a clearly defined social stratum, youth, emerges. Though a transitional status, youth nonetheless has come to be a quite distinctive social category, often evincing distinctive norms and politics. In this seminar we will analyze the significance of youth—their culture and the institutions that have emerged to define and serve them. Topics will include: student movements, education and youth culture, generational conflict, and stratification of youth by race, sex, and social class. The readings will include novels and autobiographies as well as sociological and historical analyses.

Second semester. Professor Rothenberg.

Field Methods in Sociology. See Anthropology 42.

Second semester. Professor Faulkner.

The Causes and Control of Violence. See Psychology 46f.

Requisite: written consent of either instructor. Limited to thirty students. Not open to Freshmen. First semester. Professors Sorenson and Weigel.

77, 78. Honors Course.

First and second semesters. The Department.

97, H97, 98, H98. Special Topics. Independent reading courses. Full or half course.

First and second semesters. The Department.

ASIAN LANGUAGES AND LITERATURES

Assistant Professor Mizenko (Chairman); Visiting Instructor Kamada; Assistants.

1. Elementary Japanese, Part I. The course will teach basic patterns and pronunciation of modern colloquial Japanese. Attention will be given to developing skills of listening, speaking, reading, and writing. The frequent use of audio-visual materials will aid students in learning the language in a socio-cultural context. Four class meetings per week.

First semester. Professor Kamada.

2. Elementary Japanese, Part II. A continuation of Asian Studies 1. The course will emphasize mastery of patterns used in daily conversation, written materials to develop command of *kana* (phonetic script) and about 200 *kanji,* and to deepen understanding of the socio-cultural background of modern Japanese. Four class meetings per week.

Requisite: Asian Studies 1 or equivalent. Second semester. Professor Kamada.

3. Intermediate Japanese, Part I. Oral practice, grammar, and composition exercises are stressed to increase comprehension. A student at this level will become able to handle most everyday situations in which he might find himself in Japan. The *Kyoiku-kanji* (881 Essential Characters) will be introduced to increase reading ability and the students will start reading excerpts from simple contemporary writings. Four class meetings per week.

Requisite: Asian Studies 2 or equivalent. First semester. Professor Mizenko.

4. Intermediate Japanese, Part II. Through the reading of modern essays, poems and short stories, and the introduction of the *Toyo-kanji* (1850 characters in common use), the course aims to prepare students to become able to read newspapers and other contemporary materials. Development of conversational skills will continue to be emphasized, and the class will be conducted mostly in Japanese.

Requisite: Asian Studies 3 or equivalent. Second semester. Professor Kamada.

5. Elementary Chinese, Part I. An introduction to Mandarin Chinese. This course emphasizes an integrated approach to basic language skills: listening, speaking, reading, and writing. Classwork is supplemented by laboratory periods which include practice with language tapes and video tapes. Three class meetings and two language labs per week.

First semester. Professor Yao.

6. Elementary Chinese, Part II. A continuation of Asian 5. An introduction to Mandarin Chinese. This course emphasizes an integrated approach to basic language skills: listening, speaking, reading, and writing. Three hours of class work per week are supplemented by laboratory periods which include practice with language tapes and video tapes.

Second semester. Professor Yao.

13. Classical Japanese Literature. The course introduces the classical literature of Japan in English translation from the age of the Manyo Poets (500-800 A.D.) to the Edo period (1603-1867). Among selections from mythology, poetry, and prose to be read and discussed are the *Manyoshu,* Marasaki Shikibu's *Tale of Genji,* Sei Shonagon's *Pillow Book, Tale of the Heike,* Yoshida Kenko's *Essays in Idleness,* and works by Ihara Saikaku, and by the haiku poets Basho, Buson, and Issa. Three hours of classwork per week.

First semester. Professor Mizenko.

ASIAN STUDIES

Advisory Committee: Professors Babb‡, Moore and Petropulos; Associate Professors Dennerline (Chairman), Reck and Thurman; Assistant Professors Basu, Mizenko and Morse; Visiting Assistant Professor McLendon; and Visiting Instructor Kamada.

Major Program. The Department of Asian Languages and Literatures and the interdepartmental committee on Asian Studies offer a major program which is designed to give the student a framework within which to formulate an interdisciplinary program focusing on Asian civilization and culture. Majors are expected to integrate perspectives offered by their social sciences and humanities in a program of study which emphasizes some major dimension of the experience of Asian peoples.

Requirements: Asian Studies 11 is required of all majors and is normally taken by the Junior year. When declaring a major, the student will design an integrated program of study in consultation with a member of the Asian Studies Advisory Committee. The program must include eight additional courses on Asia beyond first-year language courses. At least two of the eight required courses must deal with an area or areas of Asia other than that of the student's major concentration. In addition, as one of the required eight courses every major will be expected to undertake a project of independent work in Asian Studies 77. Majors must complete by the seventh week of the second semester of the Senior year a comprehensive examination administered by three members of the Committee.

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‡On leave second semester 1983-84.

Honors Program. A candidate for the degree with Honors will elect Asian Studies 77 or 78 in the Senior year and must write a thesis on a topic approved by the Committee. The quality of the thesis and the performance on the comprehensive examination will determine the level of Honors for which the Committee will recommend the student.

Study Abroad. The Committee supports a program of study in Asia during the Junior year as a means of developing mastery of an Asian language and enlarging the student's understanding of Asian civilization, culture, and contemporary society. Asian Studies majors are therefore encouraged to spend at least one semester during the Junior year pursuing a plan of study which has the approval of the Committee. Students concentrating on Japan, and in the process of completing at least first-year Japanese, should apply for admission to the Associated Kyoto Program (AKP), at Doshisha University in Kyoto. Similar arrangements can be made in consultation with members of the Committee for students who wish to study in Taiwan, China, India or Egypt.

Five College Courses. In developing a program of study majors should consider courses offered in the other Five Colleges as well as at Amherst. A list of such courses is contained in an Asian Studies brochure available from the Registrar's office.

11s. Introduction to Asia. This course provides a window into three separate cultures: those of India, China, and Japan. In each case a major personality, event or idea is used to introduce questions that throw light on the culture and its response to modern challenges. The current focal points are Gandhi for India, the "wounded" of the Chinese revolution, and the bombing of Hiroshima for Japan. Readings include classic religious and philosophical texts, historical narrative, fiction, autobiography, and anthropological description. The purpose is not to survey the great traditions or the history of these Asian civilizations, but to demonstrate some of the ways in which Asian peoples have both drawn on and rejected parts of their cultural heritage in order to transform themselves and their world.

Second semester. Professors Mizenko and Moore and Staff.

RELATED COURSES

Elementary Japanese, Part I. See Asian Languages and Literatures 1.

First semester. Professor Kamada.

Elementary Japanese, Part II. See Asian Languages and Literatures 2.

Requisite: Asian Studies 1 or equivalent. Second semester. Professor Kamada.

Intermediate Japanese, Part I. See Asian Languages and Literatures 3.

Requisite: Asian Studies 2 or equivalent. First semester. Professor Mizenko.

Intermediate Japanese, Part II. See Asian Languages and Literatures 4.
Requisite: Asian Studies 3 or equivalent. Second semester. Professor Mizenko.

Elementary Chinese, Part I. See Asian Languages and Literatures 5.
First semester. Professor Yao.

Elementary Chinese, Part II. See Asian Languages and Literatures 6.
Second semester. Professor Yao.

Classical Japanese Literature. See Asian Languages and Literatures 13.
First semester. Professor Mizenko.

Indian Civilization: Traditional India. See Anthropology 21.
First semester. Professor Babb.

Economic Development. See Economics 36f.
First semester. Omitted 1983-84.

Chinese Civilization: An Historical Perspective. See History 43.
First semester. Omitted 1983-84. Professor Dennerline.

Class and Culture in Late Imperial China. See History 44.
Second semester. Omitted 1983-84 at Amherst College. To be given at Mount Holyoke College (History 230). Professor Dennerline.

Japanese History To 1600. See History 47.
First semester. Professor Moore.

Japan Since 1600. See History 48.
Second semester. Professor Moore.

Topics in Modern Japanese History. See History 50f.
First semester. Professor Moore.

The Middle East From 600 to 1300 A.D. See History 51.
First semester. Professor Petropulos.

Arts of Japan. See Fine Arts 42f.
First semester. Omitted 1983-84. Professor Morse.

The Arts of India. See Fine Arts 45s.
Second semester. Professor Morse.

Survey of Asian Art. See Fine Arts 46f.
First semester. Professor Morse.

Arts of China. See Fine Arts 48.
Second semester. Professor Morse.

A Seminar in Asian Art: Japanese Temples. See Fine Arts 51, Topic 2.
Requisite: Fine Arts 11 or 11s, or consent of the instructor. Limited to twelve students. First semester. Professor Morse.

Music of the Whole Earth. See Music 23s.
Second semester. Professor Reck.

Seminar in World Music: Music in China, Korea and Japan. See Music 24.
Second semester. Omitted 1983-84. Professor Reck.

Politics in Third World Nations. See Political Science 24.
Second semester. Professor Basu.

The Political Economy of Women: Cross-Cultural Perspectives. See Political Science 40.
Second semester. Omitted 1983-84. Professor Basu.

Peasant Movements in the Third World. See Political Science 60.
Admission with consent of the instructor. Second semester. Professor Basu.

Religious Traditions in Asia. See Religion 12.
Second semester. Professor Thurman.

Buddhist Scriptures. See Religion 23.
First semester. Omitted 1983-84. Professor Thurman.

The Indo-Tibetan Buddhist Tradition. See Religion 29.
First semester. Professor Thurman and Tara-Rinpoche.

The Poetry of Enlightenment. See Religion 30.
Second semester. Professor Thurman.

Topics in Indian Philosophy. See Religion 62.
Second semester. Omitted 1983-84. Professor Thurman.

77, 78. **Senior Tutorial.**
Required of all Senior majors. First and second semesters. Members of the Committee.

97, 98. **Special Topics.** Independent Reading Course.
First and second semesters. Members of the Committee.

ASTRONOMY

Professors Dent, Greenstein (Chairman), Harrison, Huguenin*, Irvine, Scoville, and Strom; Associate Professors Arny, Dennis‡, Goldsmith, C. Gordon, K. Gordon, Kwan, Tademaru, Van Blerkom and White; Assistant Professors Edwards, Schloerb and Young; Teaching Associate Jaworowska.

A joint Astronomy Department provides instruction at Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts. Introductory courses are taught separately at each of the five institutions; advanced courses are taught jointly. ASTFC indicates courses offered by the Five College Astronomy Department. These courses are listed in the catalogs of all the institutions.

The facilities of all five institutions are available to departmental majors. (See description under Astronomy 77, 78.) Should the needs of a thesis project so dictate, the Department may arrange to obtain special materials from other observatories.

Major Program. The minimum requirements for the *rite* major are Astronomy 21 and 22 plus three courses chosen from Astronomy 19, 20, 37, 38, 43, 44; Physics 13, 14, and 23; and Mathematics 11 and 12. The minimum requirements for the Honors major are the above courses plus Astronomy 77 and 78.

Students intending to apply for admission to graduate schools in astronomy are warned that the above program is insufficient preparation for their needs. They should consult with the Department as early as possible in order to map out an appropriate program.

All Astronomy majors should attempt to complete Physics 13 before the start of their Sophomore year, and all Astronomy majors must pass a take-home written comprehensive examination in the second semester of their Senior year.

A student looking for a relatively non-quantitative second course in Astronomy is referred to the Smith College course AST 210a, Special Topics in Astronomy, taught by Professor Goldsmith. See Smith catalog for course description.

11s. Introduction to Modern Astronomy. A course reserved exclusively for students not well-versed in the physical sciences. The properties of the astronomical universe and the methods by which astronomers investigate it are discussed. Topics include the nature and properties of stars, our Galaxy, external galaxies, cosmology, the origin and character of the solar system, and black holes. Students who are even considering majoring

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*On leave 1983-84.
‡On leave second semester 1983-84.

in Astronomy are cautioned that Astronomy 11 does not constitute an introductory course within the major. Three one-hour lectures per week plus evening laboratories.

Limited enrollment. Admission with consent of the instructor. Second semester. Professor Greenstein.

13. The Solar System. An introductory course dealing with civilization's evolving perception of our nearest neighbors in the universe. Slightly more advanced than Astronomy 11 and intended for students who desire a deeper though still non-technical understanding of ancient and classical conceptions of the sky; the Copernican revolution; the many motions of the Earth and planets, their causes and consequences; the tides and their influence; the surfaces, atmospheres and interiors of the planets and their satellites; minor objects in the solar system; the origin and evolution of the Earth and other planets. Same course as Astronomy 113 Honors, University of Massachusetts. To be given at the University of Massachusetts.

First semester. Professor Dent.

19. Planetary Science. An introductory course in planetary science for physical science majors with an interest in the solar system. Survey of current knowledge of: the interiors, surface features and surface histories of the terrestrial planets and planetary satellites; the structure, composition, origin, and evolution of the atmospheres of the terrestrial and Jovian planets; asteroids; comets; planetary rings; and the origin of the solar system. Special emphasis will be placed on the results of recent spacecraft missions. Two meetings per week. To be given at the University of Massachusetts.

Requisite: One semester of calculus and one semester of a physical science (physics, astronomy or geology). Some familiarity with physics is essential. First semester. Professor Schloerb.

20. Cosmology. Cosmological models and the relationship between models and observable parameters. Topics in current astronomy which bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determination of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of some questions concerning the foundations of cosmology and speculations concerning its future as a science. To be given at Amherst College.

Requisite: One semester of calculus and one semester of some physical science; no Astronomy requisite. Second semester. Professor Harrison.

21. Stars and Stellar Evolution. For students interested in a quantitative introductory course. Observational data on stars: masses, radii, and the Hertzsprung-Russell diagram. The basic equations of stellar structure. Nuclear energy generation in stars and the origin of the elements. The three possible ways a star can die: white dwarfs, pulsars and black holes. Two ninety-minute lectures per week plus evening laboratories. Lectures to be given at Amherst College; laboratories to be given at Mount Holyoke College.

Requisite: Mathematics 11, Physics 13 (the Physics requisite may be taken concurrently). First semester. Professor Greenstein (lectures), Professor Dennis (laboratories).

22. Galactic and Extragalactic Astronomy. For students interested in a quantitative introductory course. Atomic and molecular spectra, emission and absorption nebulae, the interstellar medium, the formation of stars and planetary systems, the structure and rotation of galaxies and star clusters, cosmic rays, the nature of other galaxies, exploding galaxies, quasars, the cosmic background radiation and current theories of the origin and expansion of the universe. Two ninety-minute lectures per week plus computer laboratories. Lectures to be given at Smith College.

Requisite: Mathematics 11, Physics 13 and an elementary knowledge of computer programming. Second semester. Professor Edwards.

34. History of Astronomy. Developments in astronomy and their relation to other sciences and the social background. Astronomy and cosmology from earliest times; Babylonian and Egyptian computations and astrological divinations; Greek science, the Ionians, Pythagorean cosmos, Aristotelian universe, and Ptolemaic system; Islamic developments, rise of the medieval universe, and science and technology in the Middle Ages; the Copernican Revolution and the infinite universe; the Newtonian universe of stars and natural laws, the mechanistic universe in the Age of Reason of the eighteenth century (century of progress), and in the nineteenth century (century of evolution). Development in gravitational theory from ancient until modern times; development in our understanding of the origin, structure, and evolution of stars and galaxies; and developments in modern astronomy. Nontechnical with emphasis on history and cosmology.

Second semester. Professor Harrison.

37. Astronomical Observation: Observational Optical Astronomy. An introduction to the techniques of gathering and analyzing astronomical data. The optics of telescopes and spectrographs. Error analysis. Astrometry, photometry, spectroscopy, and their use to determine the positions, motions, brightnesses, temperatures, radii, masses, and chemical compositions of stars. Two ninety-minute lectures and one evening laboratory per week. To be given at Smith College.

Requisite: Mathematics 11, 12, Physics 13, 14, Astronomy 21, 22. (Students unable to take Astronomy 21, 22 may make special arrangements to complete the laboratories in these courses.) Not open to Freshmen. First semester. Professor White.

38. Techniques of Radio Astronomy. Introduction to equipment, techniques, and the nature of cosmic radio sources. Radio receiver and antenna theory. Radio flux, brightness temperature and the transfer of radio radiation in cosmic sources. Effect of noise, sensitivity, bandwidth, and antenna efficiency. Techniques of beam switching, interferometry, and aperture synthesis. Basic types of radio astronomical sources: ionized plasmas, masers, recombination and hyperfine transitions; nonthermal sources. Applications to the sun, interstellar clouds, and extragalactic objects. Two lectures and laboratory. To be given at the University of Massachusetts.

Requisite: Physics 14. Not open to Freshmen. Second semester. Professor Goldsmith.

43. Astrophysics I: Stellar Structure. Basic topics in astronomy and astrophysics. Gravitational equilibrium configurations, virial theorem, polytropes, hydrodynamics, thermodynamics, radiation transfer, convective and radiative equilibrium, stellar and planetary atmospheres, the equations of stellar structure. Physics of stellar and galactic structure. Two ninety-minute lectures per week. To be given at the University of Massachusetts.

Requisite: Physics 27 or consent of the instructor. Open to Juniors and Seniors. First semester. Professor Harrison.

44. Astrophysics II: Relativistic Astrophysics. An introduction to a broad range of general astrophysical principles and techniques, such as the processes of continuum and line emission. The calculation of radiation transfer and the treatment of hydrodynamics and shocks. Physical understanding of concepts, rather than mathematical rigor, is sought wherever possible. The goal is immediate application of techniques learned to diverse astronomical phenomena. To be given at the University of Massachusetts.

Requisite: Astronomy 43. Open to Juniors and Seniors. Second semester. Professor Kwan.

73, 74. Reading Course. Students electing this course will be required to do extensive reading in the areas of astronomy and space science. Two term papers will be prepared during the year on topics acceptable to the Department.

Open to Seniors. First and second semesters. The Department.

77, 78. Senior Honors. Opportunities for theoretical and observational work on the frontiers of science are available in cosmology, cosmogony, radio astronomy, planetary atmospheres, relativistic astrophysics, laboratory astrophysics, gravitational theory, infrared balloon astronomy, stellar astrophysics, spectroscopy, and exobiology. Facilities include the Five-College Radio Astronomy Observatory, the Laboratory for Infrared Astrophysics, balloon astronomy equipment (16-inch telescope, cryogenic detectors), and modern 24- and 16-inch Cassegrain reflectors. An Honors candidate must submit an acceptable thesis and pass an oral examination. The oral examination will consider the subject matter of the thesis and other areas of astronomy specifically discussed in Astronomy courses.

Open to Seniors. Required of Honors students. First and second semesters. The Department.

97,98. Special Topics. Independent Reading Course.

First and second semesters. The Department.

BIOLOGY

Professors Goldsby, Hexter and Zimmerman; Associate Professors George, Poccia (Chairman) and Williamson; Assistant Professors Ewald‡, Lovett Doust and Ratner.

The Biology curriculum is designed to maintain a balance between the needs of students preparing for postgraduate work in Biology or medicine, and the purposes of a liberal arts college.

Courses for Non-Major Students. Biology 13, 14 and 18 are non-laboratory courses designed for students who are not majoring in the sciences and for those not majoring in Biology in particular. These courses are intended to introduce students to the subject matter of the biological sciences, with emphasis on scientific methodology and on man's place in nature. Although these courses may be elected by any student, they do not normally satisfy the major in Biology or the admissions requirements of medical schools.

Major Program. The requirements for the Biology major are designed to emphasize five areas of understanding and skill.

(1) *A knowledge of the basic scientific laws that apply to all of nature.* Requirements: Chemistry 11 and 12; Mathematics 11; Physics 13. Strongly recommended: Physics 14, Chemistry 21 and 22.

(2) *An appreciation of the particular questions that can be asked and answered through the study of living organisms.* Requirement: Biology 12 (Introductory Biology); may be waived by passing a placement examination.
(3) At least four of the following six "core" courses: Biology 21 (Genetics), 22 (Developmental Biology), 23 (Ecology), 26 (Animal Physiology), 29 (Cell Biology), and 32 (Evolutionary Biology).

(4) *A mastery of some of the sophisticated techniques and approaches of modern life sciences.* Requirement: At least one advanced laboratory course, chosen from Biology 30 (Biochemistry), 35 (Neurobiology), and 36 (Advanced Ecology).

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‡On leave second semester 1983-84.

(5) At least one seminar course, chosen from Biology 33 (Immunology), Biology 41 (Seminar in Developmental Biology), 44 (Seminar in Ecology), 48 (Developmental Neurobiology), 52 (Seminar in Genetics), and 54 (Seminar in Molecular Biology). Candidates for Honors in Biology may use Biology 77 to satisfy this requirement if they wish.

Specific requirements may be modified with approval by the Department. Advanced or specialized courses not offered here may be taken at the four neighboring institutions, and those courses may count toward the major with the approval of the Department. (Be sure to request such approval before enrolling.)

All majors must take a comprehensive examination during the Senior year. The examination may be oral, written, or a combination of both, as determined by the department.

Honors Program. Honors work in Biology is intended to offer an introduction to the purposes and methods of biological research. It is an excellent preparation for those students who wish to become professional scientists or who wish to acquire first-hand knowledge of the methods of modern science. Honors candidates must elect Biology 77 and D78 in addition to the other requirements.

The work for Honors consists of three activities: (a) an original investigation under the direction of some member of the staff, (b) participation in a seminar in which the candidate reports on recent literature dealing with current scientific investigations, and (c) preparation of a thesis on the candidate's original investigation.

12. Introductory Biology. An introduction to the questions, approaches, and materials of biological science. The diversity of organisms, the adaptive nature of their structure and function, the evolutionary basis of these adaptations, and the cellular and subcellular mechanisms of selected life processes. Four classroom hours and four hours laboratory per week.

Second semester. Professors Goldsby, Hexter and Lovett Doust.

12f. Introductory Biology. Same description as Biology 12.

Limited to thirty students. Preference to non-Freshmen. First semester. Professor Zimmerman.

13. Genetics and Evolution. Genetics and some molecular biology will be taught, so as to provide background to considering several areas of human evolutionary biology, including the nature-nurture debate, genetic diseases and natural selection in human populations, genetic engineering, the evolution of hominids, and the evolution of behavior. Three classroom hours per week.

First semester. Omitted 1983-84. Professor Zimmerman.

14. Sociobiology. A study of why and how societies have evolved with emphasis upon carnivore, primate and human societies. After considering the relevant principles of population biology, evolution and animal behavior, the structure and evolution of societies will be discussed. With this background, several aspects of human societies will be considered, including the ecology of subsistence, division of labor, mating systems, exchange and war. May count towards the major with permission of the Department. Three hours of lecture and occasional films per week.

Second semester. Professor Zimmerman.

18. Human Genetics: Science and Society. The course will have two objectives: (1) to introduce the facts and techniques of the genetics of man including cytogenetics, inborn errors of metabolism, population genetics, mutation, and selection; (2) to use this information as the basis of a discussion of science and society including the ethics of genetic engineering, the responsibility of a scientist for his discoveries, and the relationship of science and scientists to social problems. One seminar meeting per week.

Not open to Freshmen. Limited to two sections of fifteen students each. Second semester. Omitted 1983-84. Professor Hexter.

21. Genetics. A study of the basic facts of heredity and a consideration of the various hypotheses for the action of genes in the control of cellular and multi-cellular processes. Four classroom hours and four hours of laboratory work per week.

Requisite: Biology 12 and completion of, or concurrent registration in, Chemistry 11. Not open to Freshmen. Limited to three sections of twenty-four students each. First semester. Professors Hexter and Ratner.

22. Developmental Biology. A study of the development of animals, leading to the formulation of the principles of development, and including an introduction to experimental embryology and developmental physiology. Four classroom hours and four hours of laboratory per week.

Requisite: Biology 12. Not open to Freshmen. Limited to two sections of twenty-four students each. Second semester. Professor Poccia.

23. Ecology. A study of the relationships of plants and animals (including man) to each other and to their environment. Emphasis will be placed on critical review and discussion of topics such as competition, predation, reproduction, and plant-animal interactions. General principles will be illustrated by lectures, selected films, laboratory and field work. Four classroom hours and one afternoon of laboratory or field work per week.

Not open to Freshmen except with consent of the instructor. First semester. Professors Ewald and Lovett Doust.

26. **Animal Physiology.** Function structure, and regulation in biological tissues, organs, and organ systems. How organisms maintain their body form against gravity, manage food intake, control ion and water content, circulate fluids, exchange gases, respond to temperature changes, and process sensory information. How these activities are regulated by the nervous system and by hormonal controls. Four classroom hours and four hours of laboratory work per week.

Requisite: Biology 12, Physics 13, and Chemistry 11. Not open to Freshmen. Second semester. Professors George and Williamson.

29. **Cell Structure and Function.** An analysis of the structure and function of cells in plants, animals, and bacteria. Topics to be discussed include the cell surface and membranes, cytoskeletal elements and motility, cytoplasmic organelles and bioenergetics, the interphase nucleus and chromosomes, mitosis, meiosis, and cell cycle regulation. Three classroom hours and four hours of laboratory per week.

Requisite: Biology 12 and completion of, or concurrent registration in, Chemistry 12. First semester. Professors Poccia and Williamson.

30. **Biochemistry.** A study of the structure and function of biologically important molecules. Four classroom hours and four hours of laboratory work per week. Offered jointly by the Departments of Biology and Chemistry.

Requisite: One semester of organic chemistry and one semester of biology. The biology requirement may be waived for chemistry majors. Second semester. Professors Dooley and Ratner.

32. **Evolutionary Biology.** A study of evolutionary explanations in the life sciences, which includes consideration of population genetics and ecology, the nature of natural selection, the origin of life, the evolution of macro-molecules and cellular particulates, the evolution of behavior and societies, and the fossil record of vertebrates and man. The course requires preparation of problem sets and take-home examinations. Four classroom hours per week.

Requisite: Biology 12. Second semester. Professor Zimmerman.

33. **Immunology.** The immune response is a consequence of the developmentally programmed or antigen-triggered interaction of a complex network of interacting cell types. These interactions are controlled by regulatory molecules and often result in the production of highly specific cellular or molecular effectors. This course will present the principles underlying the immune response and describe the methods employed in the study of immunology research. In addition to lectures, a program of seminars will provide an introduction to the research literature of immunology. Four class hours per week.

Requisite: Biology 12 and either Biology 21, 29 or 30. Limited to twenty-four students. First semester. Professor Goldsby.

35. Neurobiology. Nervous system function at the cellular and subcellular level. Ionic mechanisms underlying electrical activity in nerve cells; the physiology of synapses; transduction and integration of sensory information; the analysis of nerve circuits; the specification of neuronal connections; trophic and plastic properties of nerve cells; and the relation of neuronal activity to behavior. Four classroom hours and four hours of laboratory work per week.

Requisite: Biology 12, Chemistry 11, Physics 14 or 18. Limited to twenty-four students. First semester. Professor George.

36. Advanced Ecology. An exploration of the evolutionary processes affecting the nature of adaptations and ecological interactions between organisms and their environment. Emphasis will be placed on critical review and discussion of topics such as biogeography, competition, predation, reproduction and plant-animal interactions. Three classroom hours and four hours of laboratory or field work per week.

Requisite: Biology 23 or consent of the instructor. Not open to Freshmen. Second semester. Omitted 1983-84.

41. Seminar in Developmental Biology. An analysis of current views of the development of plants and animals at the cellular and biochemical levels, with special attention to the genetic control of embryonic differentiation and to cellular interaction in morphogenesis. Three classroom hours.

Requisite: Biology 22. Open to Juniors and Seniors. Limited to twelve students. First semester. Omitted 1983-84. Professor Poccia.

44. Seminar in Ecology. A discussion of selected areas in ecology, including such topics as the evolution of sex; breeding systems; plant population biology. Three hours per week.

Requisite: Biology 23. Second semester. Omitted 1983-84. Professor Lovett Doust.

48f. Seminar in Developmental Neurobiology. Classical discoveries and current controversies regarding the development of nerve cells and nervous systems explored through reading and discussion of the research literature in this field. Topics include migration, proliferation, and cell death in the developing nervous system; the growth of axons and dendrites, central-peripheral interactions; and the development of specificity in synaptic chemistry and synaptic connections. Three classroom hours per week.

Requisite: Biology 22 or 35. Open to Juniors and Seniors. Limited to fifteen Students. First semester. Omitted 1983-84. Professor George.

52f. Seminar in Genetics. A study in depth of one of several topics in molecular genetics. Topics will vary from year to year. Three hours per week.

Requisite: Biology 21 and consent of the instructor. Open to Juniors and Seniors. Limited to twelve students. First semester. Professor Ratner.

54f. Seminar in Molecular Biology. A discussion of subcellular structure and function, with emphasis upon eukaryotes. Topics covered may include the biochemistry of gene structure and function; cellular and developmental regulation of gene expression; physiological and evolutionary aspects of gene function. Three hours per week.

Requisite: Biology 29 or 30. Limited to fifteen students. First semester. Omitted 1983-84. Professor Williamson.

77, D78. Biology Honors. All Honors students will take these three courses. The work consists of seminar programs, individual research projects, and preparation of a thesis on the research project.

Open to Seniors. First and second semesters. The Staff.

97, H97, 98, H98. Special Topics. Independent reading or research courses. Half or full course as arranged.

First and second semesters.

BLACK STUDIES

Professors Campbell (Chairman) and Davis; Visiting Professor Babu; Associate Professors Childs and Rushing*; Visiting Assistant Professors Barthelemy and Washington.

Major Program. The Black Studies major is designed to give the student a framework within which to formulate a multidisciplinary program focusing on black history and culture in Africa as well as in the diaspora. To choose a Black Studies major is to make a commitment to study black people across the globe from as many perspectives as possible: history, politics, art, religion, literature, music, sociology, economics, traditional institutions and practices, and their interrelationships are among the approaches to be sought for a comprehensive knowledge of the subject. Mastery of the program demands a wide exposure to the geographical areas taught in the Department, and within the Five-College Black Studies Departments, a measure of critical ability within one or more of the disciplines and a creative integration of the perspectives offered by at least some of the disciplines under the humanities, the social sciences and history. At the end of the study, students are expected to have a new awareness of themselves, a sense of the historical processes that shaped their position in society today, and a sense of themselves in relation to others.

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*On leave 1983-84.

A Black Studies major program offers possibilities to students contemplating careers in law, education, business management, international relations, journalism, third world affairs, urban planning, public service, politics, creative writing, the academic world, and, indeed medicine (among others). Pre-medical students interested, for instance, in tropical diseases, in traditional medicine, in ethnic-based diseases, may choose a coherent program to focus on research of this nature.

Requirements for the Major. All Black Studies majors will be required to take ten subjects. One of these must be Black Studies 11, Introduction to Black Studies, (Afro-Am 101, if taught at the University of Massachusetts), and this should normally be taken during the Freshman year. The other course is the Senior Seminar 76 or 77. In addition, all majors will be expected to take one course each from within the humanities, the social sciences and history, and at least four from the area of concentration (e.g., a theme like Nationalism or Development or Racism in one or more of the areas studied), or from the discipline chosen for focus. The remaining course may be taken from the performing arts or from any of the disciplines.

Certain courses will be designated advanced by the Department, and these should be taken in the Junior or Senior year. They will be identified by the student's advisor and permission may be granted by the instructors of the courses to certain students who may wish to take these courses in the Sophomore year.

A major is normally declared at the beginning of the Junior year and the student should know that the Black Studies Department will always assist in planning his/her major program.

During their final semester at the College, majors will be examined by the Department for their general competence in the field of Black Studies.

Field Work. Majors are encouraged to participate in field work or its equivalent in one of the following ways: *a.* course-related work in local communities (e.g., Springfield); *b.* research and participation in communities elsewhere in the United States; *c.* study and work abroad (e.g., in Sub-Saharan Africa or the West Indies).

Honors Program. The Black Studies Honors Program consists of two or three semester courses of independent research (Black Studies 77, 78, D78) with a maximum of three research courses spread throughout the Junior and Senior years, or a Junior year abroad (Africa, Caribbean, or Brazil) may be substituted for them. Any Black Studies major who wishes to be considered for the degree with Honors must present an Honors thesis centering on a topic which they have worked on during their research courses or while abroad.

11. Introduction to Black Studies. An interdisciplinary introduction to the basic concepts and literature in the disciplines covered by Black Studies. The course includes history, the social sciences and the humanities as well as a conceptual framework for investigation and analysis of Black history and culture. To be taught on each of the Five-College campuses on a rotating basis.

First semester. To be taught (Introduction to Afro-American Studies 101) at the University of Massachusetts.

22. Introduction to African-American Music. The main objective of this course will be to explore the syntactical, kinesthetic, and semantic bases of the three main styles of contemporary creative black music: inside, outside and indigenous forms. Inside refers to music based on tonality, such as modern popular music. Outside music will include the music of John Coltrane, Cecil Taylor and others. Indigenous music will include blues, spirituals, gospel music, etc. Theories of Joseph Schillinger, Henry Cowell, Vincent Persichetti, Nicolas Slonimski and others will be used to discover panethnic aspects of the music.

Second semester. Professor to be named.

33. Introduction to African Poetry. This course surveys the traditional and contemporary poetry of West Africa, East Africa, and Southern Africa. It begins with a consideration of oral poetry which examines its function and performance as well as its themes and techniques. It then examines literary poetry with special emphases on the use it makes of traditional format, the cultural and political context of Negritude, the impact of political independence (and political oppression) on poetic sensibility, the controversy of which language (indigenous or European) poets should use, and the move from merely imitating European themes, tones, and styles to recreating them to express African realities. Close critical reading will scrutinize imagery, diction, tone and prevalent concerns like Edenic childhood, European education, and the impact of European mores on traditional culture. Among the poets studied are Okara, Soyinka, Okigbo, Brutus, Clark, the Diops, Senghor, U Tam'si, p'Bitek, Rabearivelo, Ranaivo, and Rabemananjara.

First semester. Omitted 1983-84.

34. Introduction to African-American Poetry. This course surveys the folk and formal poetry of the African-American experience. It is grounded in a study of sermons, spirituals, and the blues and goes on to close reading of such poets as Gwendolyn Brooks, Michael Harper, Robert

Hayden, Langston Hughes, and Sterling Brown. Emphasis will be on themes, tone and imagery.

Second semester. Professor Barthelemy.

35. Fiction from the Black World. This course examines the fiction of Africa, the United States, and the Caribbean. It pays particular attention to the shared thematic and stylistic problems that result from a move to a literature tradition from an oral. The works analyzed will change yearly and include fiction by such writers as: Chinua Achebe, Richard Wright, Jean Toomer, Wilson Harris, Ngugi Wa Thiong-o, Alice Walker, Zora Neale Hurston, Ishmael Reed, James Baldwin, Ralph Ellison, and Toni Morrison.

First semester. Professor Barthelemy.

40. Images of Black Women. The course examines the spectrum of portraits of black women in fiction, drama, poetry, and autobiographies of the United States, Africa, Brazil, and the Caribbean by considering the changes and constants in socio-political matrix, roles portrayed, imagery, and tone. Among the authors studied are Ama Ata Aidoo, Zora Neale Hurston, Alice Walker, Gwendolyn Brooks, Toni Morrison, Toni Cade Bambara and Ernest Gaines.

Second semester. Omitted 1983-84.

44. The Concept of the Ghetto. This course examines the ghetto from a number of academic perspectives. It examines (1) the original historic application of the term to concentrations of Jewish residents and commerce in medieval Europe; (2) the application of the term to areas of Black residence and commerce; (3) the political, judicial, social, economic, psychological support for this enslaving urban form and its physical manifestation in the city; (4) the ways ghettos such as New York's Harlem, Los Angeles' Watts, and Chicago's South Side were created and maintained; (5) the forms that racial violence has taken in America's urban ghettos.

Limited enrollment. Second semester. Professor Childs.

47. Introduction to Black Religion. An intensive study of the varied social and cultural forms of Black Religion in the United States. We will discuss the African sources of Black Religion; the origin and development of religious groups, the political significance of their origins; and the role of their leaders.

First semester. Professor Childs.

50. African Elements in Brazil, Latin America and the Caribbean. A survey of the impact of African cultural elements in these areas. Emphasis is placed on African eschatological ideas; religious, philosophical and ethical notions; ideas of secret societies and their impact on the family,

church, music, and language. Consideration will also be given to the social, political, and economic life in the respective areas. Much of the reading will be taken from Portuguese works translated into English and, where relevant, from French. A paper will be required.
Second semester. Professor Davis.

51. **Patterns of African and Irish Nationalism.** The purpose of this course is to explore the points of commonality between the African and Irish struggle for independence. The focus will be the eighteenth and twentieth centuries ending with the establishment of three African States and the Irish Free State. The first part will examine independent church ideas: Ethiopianism, Zionism, Messianism, in the light of actual patterns of conduct in West, Central and South Africa. Analysis of the two nationalist movements will be based on readings by Edward Blyden, W. E. B. Dubois, Frantz Fanon, and Michael Davitt.
First semester. Professor Davis.

53. **South Africa in World Politics.** This course is intended to be an in-depth analysis of South Africa's position in contemporary international politics. The focus will be on South African foreign and defense policies, the country's search for acceptance in Africa and accommodation in the Western security system, the implications of South African militarism and subimperialism in Southern Africa and the rest of Africa, and the challenge and threat which South Africa, as presently constituted, poses to world security.
First semester. Professor Babu.

54. **The Political Economy of African International Relations.** This course introduces the student to both the theoretical and the practical study of the international politics of post-independence Africa. It adopts a continental approach in examining and analyzing critically the following major themes and issue-areas: colonialism, underdevelopment and dependency; Africa as an international sub-system; foreign policy and Africa's place in the world political economy; militarism and the militarization of the state, politics and leadership; and Africa's role in international organization, with particular reference to the formal interactional relationships between the Organization of African Unity and the United Nations in promoting rapid economic development throughout the African continent, resolving interstate conflicts, and advancing the goals of decolonization and system transformation in Southern Africa.
Second semester. Professor Babu.

55. **Race and Imperialism in Africa.** This is a survey course on the politics, economics, sociology and psychology of racism and imperialism in Africa; it explores both the historical and the contemporary patterns of interaction between Africans and non-Africans, and it also seeks to iden-

tify the central themes and values which have characterized the dimensions of initial contact between blacks and whites on the African continent, followed by the subsequent and sequential stages and processes of physical confrontation, colonial subjugation and racial domination, political emancipation and racial coexistence, and the contemporary realities of imperialistic domination and manipulation, external dependency and internal underdevelopment. Analyses will not necessarily be restricted to the African continent per se, since racism and imperialism are global issues and problems, both in substance and in practice. Consequently, the international aspects of the subject will be brought into focus from time to time while stressing, however, the African dimensions of the issues raised in the analysis and discussion.

First semester. Professor Babu.

56. The Politics of Liberation and Dependent Development in Southern Africa. The course will provide an historical background to the political economy of European conquest, occupation and colonization of Southern Africa, initial African resistance and subsequent adaptation to subjugation and subordination, the rise of modern African nationalism and the resurgence of resistance, armed struggle for decolonization and liberation, and the advent of the post-independence phenomenon of regional neo-colonialism, particularly the perpetuation of dependency, underdevelopment and dependent development. The course will also analyze in considerable detail the strategic significance of the Southern African subsystem in world politics.

Second semester. Professor Babu.

63. Comparative Slave Systems. This course is an introduction to the history of slavery from the ancient period to modern New World plantation slavery focusing on major topics such as demographic patterns, political and economic organizations and philosophical, religious and moral attitudes to slavery in different societies throughout the centuries. It is intended to give a wide perspective of slavery showing that slavery as a system of labor existed in practically all known societies but identifying certain significant differences found in the New World plantation systems.

First semester. Professor Campbell.

66. Fanon and the Third World. The course will first attempt a clear understanding of the concept of the "Third World," identifying the origin of its use and how it has come to be applied to the people of Africa, Asia, the Caribbean and Latin America, with or without their consent. The course acknowledges Fanon's great contribution to an understanding of the problems of the developing world. It will devote itself to an extensive and critical study of Fanon, emphasizing the relevance of his biography to his political-humanistic perspectives. It will examine the philosophical background of his thought, the radicalization of his ideas through experience, his ambivalence towards the west and towards the Third World nations, the political and social problems of the developing countries as he perceives them, and his moral dilemma over social liberation and the ethics of violence. Case histories of selected third world societies will be used to assess the validity of his theories concerning colonialism, Pan-Africanism, and Westernization.

Not open to Freshmen. Second semester. Professor Campbell.

77, D77, 78, D78. Honors Courses.

97, H97, 98, H98. Special Topics.

The following courses are listed for inclusion in a Black Studies Major.

Anthropological Approaches to Culture, Class, and Race in the United States. See Anthropology 30f.

Not open to Freshmen. First semester. Professor Childs.

Philosophies, Aesthetics, and the Techniques of Ballet Africain. See Dramatic Arts 62f.

Limited enrollment. First semester. Professor Washington.

African Voices: Modern African Literature. See English 55.

Not open to Freshmen. First semester. Omitted 1983-84. Professor Rushing.

African History to 1880. See History 71.

Requisite: Previous coursework in the Department of History or consent of the instructor. First semester. Professor Davis.

Topics in Modern African History: Modernism in Twentieth-Century Africa. See History 72.

Second semester. Professor Davis.

Caribbean History. See History 73.

First semester. Professor Campbell.

Topics on the Caribbean and Latin America. See History 74.

Second semester. Professor Campbell.

American Social Structure. See Sociology 12.

Second semester. Professor Himmelstein.

Religion and Art in Africa. See Religion 25s.

Second semester. Professor Pemberton.

American Religious History I. See Religion 33.
First semester. Professor Wills.

American Religious History II. See Religion 34.
Second semester. Omitted 1983-84. Professor Wills.

CHEMISTRY

Professors Fink, Kropf† and Silver (Chairman); Associate Professor Kushick*; Assistant Professors Blankenship, Dooley, O'Hara and Stark; Visiting Instructor (first semester) Dorland.

Major Program. Students considering a major in Chemistry should consult a member of the Department as early as possible, preferably during their Freshman year. This will help students elect a program which best fits their interests and abilities and which makes full use of previous preparation. Programs can be arranged for students considering careers in chemistry, chemical physics, biochemistry, biophysical chemistry, medical research, medicine, and secondary school science teaching.

The minimum requirements for a major in Chemistry are Chemistry 11 or Chemistry 15, Chemistry 12, Chemistry 21, Chemistry 43 or 44, and three of the following courses: Chemistry 22 (Organic Chemistry), 30 (Biochemistry), 35 (Inorganic Chemistry), 43 (Physical Chemistry) or 44 (Modern Physical Chemistry), whichever was not selected earlier. In addition, Mathematics 12 and Physics 13 are required for Physical Chemistry. Students planning a Chemistry major should strive to complete Chemistry 11 and 12 and Mathematics 11, or their equivalents, by the end of Freshman year.

Honors Program. A candidate for the degree with Honors will also elect Chemistry 77 and D78 in the Senior year. It would be helpful in pursuing an Honors program for the student to have completed physical and organic chemistry by the end of the Junior year. However, either of these courses may be taken in the Senior year in an appropriately constructed Honors sequence. Honors programs for exceptional interests, including interdisciplinary study, will be arranged on an individual basis by the departmental advisor.

Honors candidates will attend the Chemistry seminar during their Junior and Senior years, participating in it actively in the Senior year. All

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*On leave 1983-84.
†On leave first semester 1983-84.

Chemistry majors should attend the seminar in their Senior year. At this seminar discussions of topics of current interest will be conducted by staff members, visitors and students.

In the Senior year an individual thesis problem will be selected by the Honors candidate in conference with some member of the Department. Current areas of research in the Department are: theoretical chemistry; studies of selective enzyme inhibition; protein nucleic acid interactions; nuclear magnetic resonance studies of chemical systems; synthesis and reactions of polyenes related to Vitamin A; chemistry of the visual process; mechanisms of organic reactions; enzyme-catalyzed processes; studies of the influence of inorganic ions on biological function; chemistry and reaction mechanisms in bioinorganic systems; hot-atom chemistry; photochemistry and gas phase kinetics; and physical chemistry of photosynthetic processes.

Candidates will submit a thesis based upon their research work. Recommendations for the various levels of Honors will be made by the Department on the basis of the thesis work, the comprehensive examination, and course performance.

Note on Placement: Students registering for Chemistry 11, 11s, or 15 will be asked to take a placement examination to aid in assigning them to the appropriate course.

Chemistry 10f has been designed to introduce non-science students to the concepts of Chemistry. This course may be elected by any student, but it does not satisfy the major in Chemistry nor is it recommended as a means of satisfying the admission requirements of medical schools.

10. Chemistry in Modern Perspective. An introduction to the fundamental principles of chemistry through the consideration of such topics as the production of energy, the pollution of the environment, the synthesis of new materials, the chemistry of life processes, food, and nutrition. These topics will be used to demonstrate the interrelationships between initial discovery, subsequent development, and beneficial or destructive use of technology in our society. This course is designed for non-science students, but it does serve also as an introductory course for those students who are not adequately prepared for Chemistry 11. Three hours of lecture, one hour of discussion and one laboratory period per week.

Second semester. Professor to be named.

11. Introductory Chemistry. This course will examine the structure of matter from both a microscopic and a macroscopic viewpoint. The connections between atomic-molecular theory and weight and volume relationships in chemical reactions will be studied. The physical structure of atoms will be examined in detail as will the interactions between atoms which lead to the formation of molecules. The relationships between molecular behavior and the bulk properties of gases, liquids, and solids will be discussed. Experiments in the laboratory will provide experience in conducting quantitative chemical measurements and will illustrate principles discussed in the lectures.

Though this course has no prerequisites, students with a limited background in secondary school science should consider registering for Chemistry 10 and are urged to consult with the Chemistry 11 instructor before registration. Four class hours and three hours of laboratory per week.

First semester. Professors Dooley and Silver and Staff.

11s. Introductory Chemistry. Same description as Chemistry 11.

Second semester. Professors to be named.

12. Chemical Principles. The concepts of kinetic stability and thermodynamic equilibrium will be examined. In thermodynamics a quantitative understanding of the extent to which chemical reactions can occur will be sought. In kinetics a study of the rates by which chemical reactions proceed will be undertaken. Appropriate laboratory experiments will be performed. Four class hours and three hours of laboratory per week.

Requisite: Chemistry 11 or 15 (this requirement may be waived for exceptionally well prepared students; consent of the instructor is required); and Mathematics 11 or its equivalent. Second semester. Professors to be named.

12f. Chemical Principles. Same description as Chemistry 12.

First semester. Professor Stark.

15. Fundamental Principles of Chemistry. A study of the basic concepts of chemistry for students particularly interested in natural science. Topics to be covered will include atomic and molecular structure, spectroscopy, states of matter, and stoichiometry. These physical principles will be applied to a variety of inorganic, organic, and biochemical systems. Both individual and bulk properties of atoms and molecules will be considered with an emphasis on the conceptual foundations and the quantitative chemical relationships which form the basis of chemical science. This course is designed to utilize the background of those students with strong preparation in secondary school chemistry and to provide both breadth in subject matter and depth in coverage. Four hours of lecture and discussion and three hours of laboratory per week.

First semester. Professor Blankenship.

21. Organic Chemistry. A study of the structure of organic compounds and of the influence of structure upon the chemical and physical properties of these substances. The following topics are emphasized: hybridization, resonance theory, molecular orbital theory, spectroscopy, stereochemistry, acid-base properties and the carbonium ion theory. Laboratory work introduces the student to basic laboratory techniques, and methods of instrumental analysis. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 12 or equivalent. First semester. Professor Silver.

22. Organic Chemistry. A continuation of Chemistry 21. The second semester of the organic chemistry course examines in some detail the chemistry of the carbonyl group and the methods of organic synthesis. The relative emphasis upon other topics will vary from year to year, depending upon the instructor. Among the usual topics are: sugars, amino acids and proteins, pericylic reactions, oxidation-reduction reactions, and acid-base catalysis in nonenzymatic and enzymatic systems. The laboratory experiments illustrate both fundamental synthetic procedures and some elementary mechanistic investigations. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 21. Students who have received a grade of D in Chemistry 21 should consult with the instructor about the advisability of continuing with Chemistry 22. Second semester. Professor Silver.

30. Biochemistry. A study of the structure and function of biologically important molecules and their role(s) in life processes. Four classroom hours and four hours of laboratory work per week. Offered jointly by the Departments of Biology and Chemistry.

Requisite: One semester of organic chemistry and one semester of biology. The biology requirement may be waived for Chemistry majors. Second semester. Professors to be named.

35. Inorganic Chemistry. Periodicity of both physical and chemical properties of the elements will be examined on the basis of fundamental atomic theory. Group Theory and its applications to chemical problems will be discussed. Structure and bonding in coordination complexes will be examined through the Crystal and Ligand Field Theories. Emphasis will be placed on understanding the magnetic, spectral and thermodynamic properties of coordination complexes. Kinetics and mechanisms of inorganic reactions will also be examined. Three to four hours of lecture and discussion per week.

Requisite: Chemistry 12. First semester. Professor Dooley.

43. Physical Chemistry. The thermodynamic principles introduced in Chemistry 12 will be used to study chemical equilibrium and the equilibria which exist between phases of matter. Specific applications will include the properties of solutions (including solutions containing macromolecules), electrolytes, and equilibria involving biological membranes. The course will also contain an introduction to statistical mechanics, which treats the concepts of thermodynamics from a molecular point of view.

Appropriate laboratory work will be performed. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 12, Physics 13, Math 12. First semester. Professors Blankenship and O'Hara.

44. Modern Physical Chemistry. The theory of quantum mechanics will be developed and applied to spectroscopic experiments. Topics will include the basic principles of quantum mechanics, the structure of atoms and molecules, and the interpretation of infrared, visible, fluorescence, and NMR spectra. Appropriate laboratory work will be done. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 12, Math 12, Physics 14. Second semester. Professors to be named.

77, D77, 78, D78. Honors Course.

Open to Senior Honors candidates, and others with the consent of the Department. First and second semesters. The Department.

97, H97, 98, H98. Special Topics. A full or half course.

First and second semesters. Consent of the Department is required. The Department.

CLASSICS (GREEK AND LATIN)

Professor Marshall (Chairman); Associate Professor Griffiths; Assistant Professors Basto and Hague*; Visiting Assistant Professor Skulsky.

Major Program. The major program is designed to afford access to the achievements of Greek and Roman antiquity through mastery of the ancient languages. The department offers majors in Greek, in Latin, and in Classics, which is a combination of the two languages in any proportion as long as no fewer than two semester courses are taken in either. All three majors consist of eight semester courses, of which seven must be in the ancient languages. The eighth may be a Classics course, Philosophy 17, or a course in some related field approved in advance by the Department. Courses numbered 1 and 1s may not be counted toward the major. Latin 15-16 will normally be introductory to higher courses in Latin, and Greek 11-16 will serve the same function in Greek.

*On leave 1983-84.

Honors Program. The program of every Honors candidate in Greek, Latin, or Classics must include those courses numbered 41, 42, 77, and D78 in either Greek or Latin, and the normal expectation will be that the 41/42 sequence be completed before the start of the 77/D78 sequence. The student must submit a long essay (6,000-7,000 words) on some topic connected with his or her Honors work. This topic must be approved by the Department before admission to the Senior Honors Course. Translations of work already translated will not normally be acceptable nor will comparative studies with chief emphasis on modern works. Admission to the second semester of Honors work is contingent on the submission of a first chapter of at least 2,000 words and a detailed prospectus for the remaining sections to be defended at a colloquium within the first two weeks of the semester with the Department and any outside reader chosen. The award of Honors will be determined by the quality of the candidate's work in the Senior Honors Courses, essay, and performance in the comprehensive examinations.

Comprehensive Examination. Majors in Greek, Latin, and Classics will, in the fifth week of the second semester of their Senior year, take a general examination on the literary and historical interpretation of major authors. There will be considerable latitude of choice among various questions, which will be distributed to the student two weeks before the examination. In addition, Honors candidates must write an examination on a Greek or Latin text of approximately 50 pages (in the Oxford Classical Text or Teubner format) read independently, i.e., not as a part of work in a course, and selected with the approval of the Department.

The Department will cooperate with other departments in giving combined majors with Honors.

The statement of requisites given below is intended only to indicate the degree of preparation necessary for each course, and exceptions will be made in special cases.

For students beginning the study of Greek the following sequences of courses are normal: Either 1, 12, 11, or 1s, 11, 12. In Latin, the usual sequence will be 1, 2, 15, 16.

Classics

23. Greek Civilization. Readings in English of Homer, Herodotus, Aeschylus, Sophocles, Euripides, Aristophanes, Thucydides, Plato, and others to trace the emergence of Western culture from the Bronze Age to Alexander. How did the advent of writing transform the oral culture? How did mythological modes of thought develop into science, history, philosophy, drama? What then precipitated the initial rebellion against rationality? Three hours of classroom work per week.

First semester. Professor Griffiths.

24. Roman Civilization. A study of Roman civilization from its origins to the Empire. The material will be interpreted in the light of Roman influence upon later Western civilization. The reading will be almost entirely from Latin literature, but no knowledge of the ancient languages is required. Three hours of classroom work per week.
Second semester. Professor Marshall.

32. Greek History. An introduction to the political and artistic evolution of Greece from the Bronze Age to the death of Alexander as we know it from literary and archaeological evidence. We shall focus on the emergence of Greek culture from the Near East and the continuing struggle to maintain that independence; the process of urbanization and its impact on the arts; the aesthetic achievement and political failure of Athenian democracy in its conflict with Spartan oligarchy, as well as Sparta's subsequent inability to adapt to the needs of the times. Three hours of classroom work per week.
Second semester. Omitted 1983-84. Professor Hague.

33. History of Rome. An historical study of Rome from its foundation to the reign of Constantine. We shall trace the development of its political institutions and the way in which it acquired and governed an empire. The last century of the Republic, particularly the Age of Caesar, will be examined in detail, as will the early stages of the Principate and the creation of a new system of government by the emperor Augustus. We shall discuss why the Republic collapsed and what effect this had on the social and economic structure of the Roman world. How did subsequent emperors consolidate the Augustan reforms? On what basis did the strength of the Principate rely? How did the dissemination of Roman culture and citizenship, and the advent of new beliefs, affect the character of the Empire? Classical authors to be read (in English) will include Livy, Plutarch, Cicero, Caesar, Sallust, Tacitus and Suetonius, along with modern works of reference. Three meetings per week.
First semester. Omitted 1983-84. Professor Basto. See Colloquium 21.

77, D78. Senior Honors Course. Classics 78 is a double course.
First and second semesters. Members of the Department.

97, 98. Special Topics.
First and second semesters. Members of the Department.

Greek

1. Introduction to the Greek Language. This course prepares students in one term of four class meetings per week to read Plato and other Greek literary, historical, and philosophical texts in the original and also provides sufficient competence to read New Testament Greek.

First semester. Professor Marshall.

1s. **Introduction to the Greek Language.** This course prepares students in one term to read Homer and other Greek literary, historical and philosophical texts in the original and also provides sufficient competence to read New Testament Greek. Three hours per week of general introduction to the language. Students will elect a fourth hour in reading either Homer or the New Testament. This course is normally followed by Greek 11.

Second semester. Professor Griffiths.

11. **An Introduction to Homeric Epic.** The *Iliad* will be read with particular attention to the poem's structure and recurrent themes as well as to the society it reflects. Three one-hour class meetings per week.

Requisite: Greek 1s or 12 or consent of the instructor. First semester. Professor Skulsky.

12. **Plato's "Apology."** An introduction to Greek literature through a close reading of the *Apology* and selected other works of Attic prose of the fifth and fourth centuries B.C. Additional readings in translation. Three one-hour class meetings per week.

Requisite: Greek 1 or 1s or equivalent. Second semester. Professor Basto.

15. **Greek Tragedy.** Two plays will be read with emphasis on poetic diction, dramatic technique, and ritual context. Larger issues will also be raised, such as the nature and meaning of the tragic experience and the characteristics which make Greek tragedy unique as a literary form. Three one-hour class meetings per week.

Requisite: Greek 12 or its equivalent. First semester. Professor Griffiths.

16. **Comedy and Tragedy.** At least one comedy and one tragedy will be read with emphasis on poetic diction, dramatic technique, and ritual context. This course will study comedy and tragedy as originally distinct, but complementary literary forms, as well as the reasons for their convergence at the end of the Peloponnesian War. Attention will be paid to the religious significance of Dionysus and to the historical circumstances which these plays reflect.

Requisite: Greek 11 or its equivalent. Second semester. Professor Marshall.

41. **Advanced Readings in Greek Literature.** The authors read in Greek 41 and 42 vary from year to year, but as a general practice are chosen from a list including Homer, choral and lyric poetry, historians, tragedians, and Plato, depending upon the needs of the students. Greek 41 and 42

may be elected any number of times by a student, providing only that the topic is not the same. In 1983-84 Greek 41 will read the *Histories* of Herodotus. Three hours of classroom work per week. Seminar course.

Requisite: Greek 15 and 16 or consent of the instructor. First semester. Professor Basto.

42. Advanced Readings in Greek Literature. For 1983-84 the subject will be tragedy: Aeschylus' *Libation Bearers,* Euripides' *Electra,* and Sophocles' *Electra.* Three hours of classroom work per week. Seminar course.

Requisite: Greek 15 and 16 or 41 or equivalent. Second semester. Professor Griffiths.

77, D78. Senior Honors Course. Greek 78 is a double course.

First and second semesters. Members of the Department.

97, 98. Special Topics.

First and second semesters. Members of the Department.

Latin

1. An Introduction to the Language and Literature of Ancient Rome. A course designed to increase the student's understanding of his own language and literary tradition. No previous knowledge of the language is required; forms and syntax will be studied with a view to reading several great Roman authors in the original. Four hours of classroom work per week.

First semester. Professor Basto.

2. Intermediate Latin. This course aims at establishing reading proficiency in Latin. We will read at least one book of Virgil's *Aeneid* (Book 4) to show the Roman author's literary relationship to his predecessors, and the resulting uniqueness of Virgil. Three one-hour class meetings per week.

Minimum requisite: Latin 1 or completion of a beginning course in Latin. Second semester. Professor Skulsky.

15. Catullus and the Lyric Spirit. The course will examine Catullus's poetic technique, as well as his place in the literary history of Rome. Extensive reading of Catullus in Latin, together with other lyric poets of Greece and Rome in English.

First semester. Professor Marshall.

16. The Augustan Age. The love poetry of Ovid will provide the backdrop to illustrate the literary sophistication and refinement of Augustan

Rome. We will read selections from the *Amores* and *Ars Amatoria.* Three meetings per week.

Second semester. Professor Griffiths.

41. Advanced Readings in Latin Literature. The authors read in Latin 41 and 42 vary from year to year, the selection being made according to the interests and needs of the students. Both 41 and 42 may be repeated for credit. In 1983-84 Latin 41 will study the *Elegies* of Propertius and Tibullus. Three hours of classroom work per week. Seminar course.

Requisite: Latin 15 or 16 or the consent of the instructor. First semester. Professor Marshall.

42. Advanced Readings in Latin Literature. See course description for Latin 41. Latin 42 will concentrate on the *Odes* and *Epodes* of Horace. Three hours of classroom work per week. Seminar course.

Requisite: Latin 15 or 16 or 41 or the consent of the instructor. Second semester. Professor Basto.

77, D78. Senior Honors Course. Latin 78 is a double course.

First and second semesters. Members of the Department.

97, 98. Special Topics.

First and second semesters. Members of the Department.

COLLOQUIA

20. British and American Literary Culture of the Nineteenth Century. A comparative study of renderings of self and society in novels, poetry, and discursive prose, from both canonical and popular literature.

Open to Juniors and Seniors with consent of the instructors. Limited to thirty-five students. Second semester. Professors Craig and Peterson.

21. Rome in the Age of Augustus. "I found Rome a city of sun-dried brick and left her clothed in marble."—alleged comment of Augustus Caesar quoted by Suetonius, first century A.D.

This course will investigate the validity and broader ramifications of this boast. Is there a discrepancy between the public image projected by Augustus and the surviving evidence? We will probe "the mystery of the marble facade" by analyzing selected works from Augustan literature, history, art and architecture for a detailed study of Rome from the first century B.C. to the first century A.D. A brief survey of the traditions which were adapted, even manipulated, by the first emperor of Rome will serve as background. The bulk of the course will focus upon the so-called Golden Age, but we will incorporate later perceptions and misconceptions about Augustan classicism from the Late Empire through the Renaissance to Robert Graves' *I, Claudius.* Three class hours per week.

First semester. Professors Basto and Caron.

22. Colloquium in Medieval Studies: The Twelfth Century in Western Europe. An exploration of the major imaginative forces at work in Western Europe, A.D. 1050-1250, examined through primary artistic and historical documents, including literary, musical, and visual compositions. Special attention will be paid to the invention of "the self" and "courtly love" in literature, and to the invention of "law" and "institutions" as forms of social relations. Topics will include such subjects as: troubadors and knighthood; medieval images of women; the bawdy and the ideal in lyric; Arthurian epic and romance, and social change; privilege and property; monastic and lay spirituality, history and myth-making; the twelfth-century renaissance of learning and its consequences in music, architecture, philosophy, and political organization. Offered every three years.

Second semester. Omitted 1983-84. Professors Cheyette and Chickering.

30. Science, Technology and Public Policy. A consideration of the importance of scientific and technological developments for ecomonic growth and societal change. Analysis of relations between public policy and technological change. What are the scientific bases of regulatory policy? Assessment of risks, costs and benefits will be explored in a series of examples.

Open to Juniors and Seniors. Second semester. Professors Beals and Fink.

DRAMATIC ARTS

Professor Boughton (Chairman), Visiting Professor Edelman, Assistant Professor Kedelsky, Visiting Assistant Professor Washington.

Major Program. Rite majors will complete Dramatics Arts 11, 12, 32, three courses in dramatic literature, and two courses in Dramatic Arts other than literature. They will also complete Fine Arts 11 or 11s, and two additional courses in literature; the literature requirement may be fulfilled in any department offering such courses.

Honors Program. Honors candidates will also elect in their Senior year Dramatic Arts 77-78.

Candidates for a degree in Dramatic Arts are required to pass a comprehensive examination during their Senior year. The examination is given near the beginning of the second semester.

11. Introduction to the Theater. An examination of the several kinds of theatrical experience, cinematic as well as live, and how they are brought to fruition in production. The course will focus on criteria for assessing the artistic values and theatrical effectiveness of dramatic pieces both in concept and in performance.

Required for all Dramatic Arts majors. First semester. Professor Boughton.

12f. Acting I. An introduction to the principles of performance. Formal and improvisational techniques for developing vocal, physical and sensitivity skills, characterization and stage inter-influence. Readings will include Stanislavsky, Craig, Piscator, Brecht, Artaud, Grotowski, Spolin and will be related to workshop sessions.

Required for all Dramatic Arts majors. Limited to one section of sixteen students. First semester. Professor Edelman.

H13. Modern Dance I. A beginning course in the technique and theory of modern dance. Two meetings per week, one and one-half hours each. Half credit.

No audition necessary. Limited to twenty-five students. First semester. Professor Kedelsky.

H13s. Modern Dance I. Same description as Dramatic Arts H13.

Second semester.

H14. Modern Dance II. An introduction to the basics of modern dance and ballet, followed by a survey of modern dance techniques including Cunningham, Limon, and Graham. The Limon technique will be emphasized through its application to a specific piece of choreography. The course will include four weeks of modern dance basics, three to four weeks of ballet basics, and five to seven weeks of survey of modern dance techniques. During the final eight weeks part of two classes each week will be devoted to repertory. Two meetings per week, one and one-half hours each. Half credit.

Requisite: Dramatic Arts 13 or equivalent. Second semester.

H15. Modern Dance III. An exploration of theory and practice of modern dance at the intermediate level. Two meetings per week, one and one-half hours each. Half credit.

Requisite: Modern Dance II or equivalent. Limited to twenty-five students. First semester. Professor Kedelsky.

H16. Modern Dance IV. Intermediate level modern dance techniques. Work on alignment, fine coordination, and phrasing, as well as some creative exploration. Two meetings per week, one and one-half hours each. Half credit.

Requisite: At least one course in modern dance or ballet, or the equivalent. Second semester.

H17s. Modern Dance V. Exploration and theory of modern dance at the advanced level. This course will stress intensive instruction in the Limon technique and supportive work in ballet. Beginning early in the course, the class will work with the problems and practice of repertory performance on a professional level. Various members of the company will teach their areas of expertise for periods of approximately one month each. Two meetings per week, one and one-half hours each. Half credit.

By audition. Second semester.

18. Movement for Actors. A beginning course in all aspects of movement for the stage. The first four weeks will be a concentration on basic locomotor movement including walking, posturing, flexibility, character, falling, body focus, tumbling and stylization. The remainder of the semester will be an introduction to musical comedy styles with beginning elements of tap, jazz, folk, rock and character. No previous training is required. Three to four meetings per week, one hour each.

Limited to twenty students. Second semester. Omitted 1983-84.

20. Acting II. An examination of the actor's preparation of a role: interpretation of script and role, finding the characterization, outward expression of character and situation, contact with fellow performers. The course will focus on the study and presentation of scenes from various periods and styles of dramatic literature. Two sessions per week of two hours each.

Requisite: Dramatic Arts 12 or equivalent. Limited to sixteen students. Second semester. Professor Edelman.

24f. Drama Before 1850. An investigation of dramatic literature and theater history from their beginnings through the early nineteenth century. Among the playwrights whose works will be studied are Aeschylus, Sophocles, Euripides, Aristophanes, Plautus, Calderon, Marlowe, Shakespeare, Jonson, Webster, Racine, Moliere, Congreve, Sheridan, Schiller and Goethe.

First semester. Professor Edelman.

25s. The Beginnings of Modern Drama: Büchner to O'Neill. This course will examine both the realistic and non-realistic modes of drama in the nineteenth and early twentieth centuries. Ten to twelve plays will be discussed including works by such playwrights as Büchner, Ibsen, Strindberg, Chekhov, Shaw, Jarry, Synge, Gorki and O'Neill. The approach to the plays will stress the dramas as performance, focusing particularly on the relationship of script to audience. Where appropriate, plays will be set in the context of theater centers like the Moscow Art Theater, The Theatre Libre, The Abbey Theater, and the Provincetown Theater.

Second semester. Professor Edelman.

26. The Modern Theater. An investigation of twentieth century theater with emphasis on symbolism, expressionism, surrealism, and absurdism. Staging theories of Meyerhold, Piscator, Brecht, Artaud and Grotowski will be examined in relation to plays by such authors as Pirandello, Cocteau, Sartre, Giraudoux, Brecht, Beckett, Pinter, O'Neill, Williams, Albee, Baraka and Bullins. Changing relationships of twentieth century drama to audiences will be explored through discussion, scene work, and attendance at relevant productions.

Second semester. Omitted 1983-84.

28f. American Drama. An intensive examination of fourteen plays by American dramatists. The course will begin with a few nineteenth century dramas but will focus on the twentieth century American Theater. By proceeding chronologically we will seek the persistent concerns and forms of American drama and will compare the evolutions of black American drama and white American drama. In addition to the works of "major" American playwrights—O'Neill, Williams, Miller, Albee—we will study plays by Mowatt, McKay, Rice, Anderson, Odets, Ward, Hellman, Hansberry, Baraka and Shange. Three hours class meeting, twice weekly.

First semester. Omitted 1983-84.

32. From Text to Performance. Focusing closely on certain plays by one or two playwrights, the course will be concerned with the relationship between literary criticism, dramatic theory, and the roles of the actor and director within the theater. Selection of plays to be studied each year will be made from the works of major playwrights such as Chekhov and Shakespeare.

Requisite: Dramatic Arts 12 or equivalent. Second semester. Professor Boughton.

42. Introduction to Design: Concepts. Introduction to the art of theatrical design, and the role of the designer in the production process. An examination of the graphic tools—line, form, color, balance, rhythm, etc.—and the designer's use of these tools in the development of the design idea. Emphasis is placed on the student's ability to understand and utilize spatial relationships; to visually express conceptual themes; and to work with scale and basic drafting conventions. Specific attention is paid to the contribution of such artists as Craig, Appia, Urban, and Jones, towards forming the base of modern theatrical design. Two one-and-one-half hour meetings per week.

Limited to twenty students. Second semester. Omitted 1983-84.

43. Introduction to Design: Principles. Introduction to the specific fields of scene, lighting and costume design, through the controlled use of color, line, space, mass, and light; with emphasis placed on the development of conceptual statements from the text, and the application of these to the stage. The course will examine stylistic treatments such as realism, naturalism, expressionism, symbolism, and constructivist and environmental design. It will also cover the various uses, problems and practical considerations of proscenium, thrust, and arena staging. Course work is intended to enable the student to make practical application of the conventional materials and techniques of contemporary design. The basic skills of sketching, perspective drawing, and drafting will be covered as a means of nonverbal communication. The work of such influential designers as Bay, Mielziener, Aronson, Oenslager, and Simonson will be discussed, as will the contribution of such non-theater artists as Picasso, Chagall, and Dali.

Limited to twenty students. First semester. Omitted 1983-84.

45s. Technical Production Seminar. A study of modern production techniques in relation to the collaborative role of designers and other stage artisans, including analysis of the production process from development of the concept through its execution. Attention will be paid to graphic and aesthetic aspects, modern techniques in all areas of production (lighting, painting, costuming and management) as well as scenographic and traditional scenic techniques. Emphasis is placed on the development of theatrical problem solving and inventiveness both in approaching the technical aspects of a production, and in the adaptive application of these techniques to the stage.

Second semester. Professor Boughton.

46f. Seminar in Stage Lighting. An introduction to the theory and techniques of theatrical lighting design, with emphasis on the aesthetic and practical aspects of the field as well as the principles of light and color. The course work is intended to develop the student's awareness of the controllable properties of light and theories of applying these properties, and the ability to translate their own ideas to the stage. Technology and drafting conventions will be covered to the extent necessary for students to develop and demonstrate their ideas in project form. The uses of effects, projection, and design for dance, musicals, and film will be considered.

First semester. Professor Boughton.

48f. Directing. Theories and techniques for mounting productions. Scenes from various types and modes of drama will be directed by members of the class and the course will culminate in the direction by each student of a play for public presentation.

Requisite: Dramatic Arts 32 or consent of the instructor. Limited enrollment. First semester. Professor Boughton.

51. Elementary Composition: Improvisation. Techniques of movement exploration to expand the range of movement responses to a variety of problems and scores. Students will work both individually and in groups and will examine movement as a form of communication and as an art form. Course work includes in-class exercises, critical reviews and a final project based on students' individual interests.

To be given at Smith College (Dance 151a). First semester.

51s. Elementary Composition: Improvisation. Same description as Dramatic Arts 51.

To be given at Mount Holyoke College (Dance 151) and at the University of Massachusetts (Dance 151). Second semester.

52f. Intermediate Dance Composition. Study of the principles and elements of choreography. Guided practice in the construction of movement phrases, followed by longer solo and small group studies. Exploration of basic skills for choreography. Studies assigned in the use of: time, space, energy, motion, character development, rhythm, costumes and props, comedy, space-in-the-building (environment), music. Final creative project and performance attendance required. Readings: Ben Shahn, *The Shape of Content;* Doris Humphrey, *The Art of Making Dancers;* Louis Horst, *Pre-Classic Dance Forms, Modern Forms;* Marjorie Turner, *New Dance: Approaches to Non-Literal Choreography.* Three meetings per week.

To be given at Smith College (Dance 252a) and the University of Massachusetts (Dance 252). First semester.

61s. Music for Dance. Survey of music repertory and exploration of music resources for dance. Musical notation of dance rhythm: learning how to follow a ballet or modern dance score; relationships of musical and dance forms. Two meetings per week. Offered in alternate years.

To be given at the University of Massachusetts (Dance 261). Second semester.

62f. Philosophies, Aesthetics, and the Techniques of Ballet Africain. An introduction to the art and meaning of traditional and continental African Dance. The class will focus on theory, technique and cosmology of African dance/music languages. Films and slides will be utilized along with lecture-discussions. Two meetings per week, two hours each. Full credit.

Limited enrollment. First semester. Professor Washington.

71. Dance in the Twentieth Century. This course presents a special challenge to an audience as it represents a merging of many influences in design, philosophy, aesthetics and creativity. The major elements of contemporary dance will be explored with a strong emphasis on enhancing the understanding of it by a viewing audience. Discussion will include historical background, dance training, choreography, performance, costuming, lighting, music, among others. Class work consists of lecture, film video, guest performer lecture-demonstration, mid-term, final and student projects. Readings will be from a variety of sources on Twentieth century dance and related subjects. Three meetings per week, one hour each. Full credit.

First semester. Professor Kedelsky.

71s. Dance in the Twentieth Century. Same description as Dramatic Arts 71.

To be given at the Smith College (Dance 171b). Second semester.

72f. History of Dance. This course defines the concepts: primitive, archaic, classic; it traces the role of the creation myth and symbol making in several different cultures, and it focuses more specifically on the development of European dance forms through the Middle Ages. Class work consists of lectures and readings; one long paper, a mid-term exam, and a final exam. Readings include: Curt Sachs, *World History of the Dance*; Lincoln Kirsten, *Dance, A Short History*; Agnes de Mille, *History of Dance.*

To be given at Mount Holyoke College (Dance 273) and Smith College (Dance 273). First semester.

84f. Effort Shape I: Laban Movement Analysis . This course will allow students to begin to work with Effort/Shape analysis as a technique for describing, measuring and classifying human movement. We will examine how Effort/Shape analysis describes patterns of movement which are constant for an individual and which distinguish him from others, and we will explore how such analysis delineates a behavioral dimension related to neurophysiological and psychological processes. In addition to becoming familiar with basic Effort/Shape parameters of movement, efforts and effort states, students will be able to discover and examine their personal movement preferences with the potential for expanding their own repertoire and understanding how their movement serves them. The course will attempt to bring together students from different disciplines. We will combine theoretical research and experiential work with the application of this knowledge in an area of relevance to the students participating. Examples of such areas are movement in education, nonverbal communication and movement therapy. Throughout the term, readings and observation projects will be assigned. Two two-hour meetings per week.

Limited to fifteen students. To be given at Hampshire College (HA 184). First semester.

77, 78. Conference Course. Conference course for Honors candidates in Dramatic Arts.

Open to Seniors. First and second semesters. The Department.

97, H97, 98, H98. Special Topics. Independent Reading Course. Full or half course.

Admission with the consent of the instructor. First and second semesters. The Department.

The Five College Dance Department

Professor deMille; Associate Professors Jones, Patton, Waltner, Watkins, and Wiley (Chairman); Assistant Professors Bindig, Kedelsky and Nordstrom; Visiting Assistant Professors Begelmakher, Schwartz and Washington; Artist in Residence deLappe; Visiting Artists in Residence Coleman and Freedman; Lecturer Crescione.

The Five College Dance Department is comprised of the dance faculty and programs from Amherst College, Hampshire College, Mount Holyoke College, Smith College, and the University of Massachusetts at Amherst. The faculty meet and work together as one department to create this comprehensive educational structure. The Five College Dance Department supports a wide variety of philosophical approaches to dance and provides an opportunity for students to experience numerous performance styles and techniques. Course offerings are completely coordinated among the campuses and arranged around the Five College bus schedules to make registration, interchange, and student travel most effective. Complete course lists and schedules are available to students from the Dramatic Arts Office at Amherst College and from the Five College Dance Department Office.

ECONOMICS

Professors Aitken, Beals, Kohler and Nicholson; Associate Professors Westhoff (Chairman) and Woglom; Assistant Professors Henderson, Janis* and Yarbrough.

Major Program. All students majoring in Economics must take eight courses in the Department. These courses must include Economics 11, 13, 14, and 15. Additionally, members of the Classes of 1984 and 1985E are required to take Economics 77; subsequent classes must take Economics 76. Mathematics 11 or equivalent is also required. Substitution of another course for one of the required courses is not ordinarily permitted. Exceptions are considered only if a written request is submitted to the

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*On leave 1983-84.

Chairman of the Department prior to initiating the other work. Students who transfer to Amherst, and who wish to receive credit toward the major requirements for work done before coming to Amherst, must obtain written approval from the Chairman. Each candidate for a degree in Economics is required to pass a written comprehensive examination given early in the Senior year. Students in the class of 1984 who are candidates for Honors must take D78.

Students intending to pursue graduate study in Economics are strongly advised to take additional courses in mathematics beyond Mathematics 11.

Economics 11 (or 11s) is a requisite for all other courses in Economics. Students may be excused from this requirement if they demonstrate an adequate understanding of basic economic principles. A competency examination is given annually early in the first semester.

Unless otherwise specified, all courses are open to Freshmen.

Note on Pass/Fail Courses. Economics 11 may be taken on a Pass/Fail basis only with the consent of the course chairman. No student planning to major in Economics should request this option. Other courses required for a major in the Department may not be taken on a Pass/Fail basis except in unusual circumstances (e.g., Seniors not majoring in Economics who wish to broaden their knowledge of economics). Courses not required for the major may be offered on a Pass/Fail basis at the discretion of the instructor.

11. An Introduction to Economics. A study of the central functions and problems of an economic system, of the principles and practices of our economy, and of alternative forms of economic organization and control. One lecture and three hours of discussion per week.

Requisite for all other courses in economics. Limited to Amherst College students. First semester. Professors Henderson, Kohler, Nicholson, Westhoff (Course Chairman), and Yarbrough.

11s. An Introduction to Economics. Same description as Economics 11.

Limited to Amherst College students. Second semester. Professors Beals (Course Chairman), Kohler, Nicholson, Westhoff, Woglom, and Yarbrough.

13. Macroeconomics. This course develops the tools of modern macroeconomic theory to analyze the effects of monetary and fiscal policy on economic activity, inflation and employment. The post-1961 experience in macroeconomic policy-making is then interpreted using the theoretical tools. The purpose of this exercise in interpretation is twofold: First, it should give the student an appreciation of what economists think they have learned about how monetary and fiscal policies can be used to meet macroeconomic objectives. Second, by pointing up remaining unresolved issues it should help to explain why many widely respected economists have radically different views on the proper conduct of monetary and fiscal policy. Three class hours per week.

Requisites: Economics 11 and Mathematics 11 or equivalent. Enrollment limited. First semester. Professor Woglom.

13s. Macroeconomics. Same description as Economics 13.

Enrollment limited. Second semester. Professor Henderson.

14. Microeconomics. An introduction to the theory of utility and demand; the nature of cost and production function; diminishing returns and short-run cost curves; returns to scale and long-run cost curves; competitive pricing; the pricing of productive services; the theory of monopoly; the theory of oligopoly; property rights and the distribution of income; general equilibrium. Three class hours per week.

Requisites: Economics 11 and Mathematics 11 or equivalent. Enrollment limited. Second semester. Professor Nicholson.

14f. Microeconomics. Same description as Economics 14.

Enrollment limited. First semester. Professor Westhoff.

15. Economic Statistics. A study of the analysis of quantitative data, with special emphasis on the application of statistical methods to economic problems. Three class hours per week.

Requisites: Economics 11 and Mathematics 11 or equivalent. This course and Mathematics 9 or Mathematics 17 may not both be taken for credit. First semester. Professor Beals.

18f. Financial Accounting. The course introduces students to the concepts of financial accounting including the interpretation and analysis of financial statements. After these concepts have been introduced, the course will analyze how financial statements can be used to understand the operation and functions of organizations, both public and private. Attention will be given to how financial reporting facilitates internal control as well as external accountability of large organizations. Finally, the effect of accounting rules on economic decisions and thereby on the overall allocation of resources is examined. Specific examples in this area that will be covered include: the effects of depreciation rules on investment, the importance of foreign currency fluctuations, the treatment of inflation in financial statements. Two seventy-five minute meetings per week. Preference given to Seniors.

Requisite: Economics 11. Limited to thirty-five students. First semester. Professor Mannino.

19. Natural Resources. A study of the relation between natural resources and economic activity. An introduction to modern economic models of renewable and nonrenewable resource use will serve as a basis for critical evaluation of major writings from T. R. Malthus (1798) to the present. The class will also examine current issues in population and resource management in order to assess the possibility of ecological catastrophes (mass starvation, overcrowding, extinction of species). Three class hours per week.

Requisite: Economics 11. First semester. Omitted 1983-84.

20. Economics and Property Rights. An introduction to the definition of property and its role in economic and legal analysis. The individual topics covered in any semester will vary, but may range over such areas as the use of common property resources (fisheries, outer space), the historical development of private property and its regulation (feudalism, zoning), liability law (products liability, negligence, pollution), contracts, torts, and the relationships between property, equity, individual freedom and the public interest. Two meetings per week.

Requisite: Economics 11. Second semester. Omitted 1983-84. Professor Janis.

22f. Human Resources. An analysis of the labor market and human resource economics. Issues concerning labor supply and demand, wage differentials, the role of education, investment in human capital, unemployment, discrimination, income inequality, and worker alienation will be discussed utilizing the tools of neoclassical economics. In addition, we shall examine the major non-neoclassical explanations of the perceived phenomena in these areas. Two meetings per week.

Requisite: Economics 11. First semester. Omitted 1983-84.

24f. The American Economy. An examination of the structure and operation of the economic system of the United States. Particular emphasis will be placed upon how different types of markets and industrial structures can lead to various competitive (and anti-competitive) behaviors, and how these factors can affect the performance of the economy. We will also look at certain aspects of public policy and of current economic issues. Two meetings per week.

Requisite: Economics 11. First semester. Professor Kohler.

25s. The Regulated American Economy. An analysis of public policy choices in dealing with economic problems of size, power and pricing. The attempts of government to control various enterprises through enforcement of antitrust laws and through direct regulation or ownership will be examined and considered in the light of actual and potential situations. Two meetings per week.

Requisite: Economics 14 or 24. Second semester. Omitted 1983-84. Professor Janis.

27. The Industrialization of Europe. This course analyzes the economic development of Europe, with particular reference to the emergence of industrialism in Great Britain in the eighteenth century, its diffusion to continental Europe in the nineteenth, and its impact on the rest of the world through international trade, investment, and migration. Technological change is particularly emphasized. Three class hours per week. Offered in alternate years.

Requisite: Economics 11. Not recommended for Freshmen. First semester. Professor Aitken.

28. American Economic History. A study of the economic development of the United States from colonial times to the present. Three class hours per week.

Requisite: Economics 11. Second semester. Professor Aitken.

29. The History of Economic Ideas. An inquiry into the development of economic theory, covering both representatives of the orthodox classical tradition and selected economic "heretics" and innovators. Three class hours per week.

Requisite: Economics 11. First semester. Omitted 1983-84. Professor Aitken.

30. Advanced Economic Theory. An examination of several topics in economic theory which build upon the concepts developed in Economics 13 and 14. In addition, several quantitative techniques will be introduced which are widely used to analyze economic problems. Topics to be covered include linear programming, the simplex method, the duality theorem, nonlinear programming, game theory, general equilibrium theory, and growth theory. Three class hours per week.

Requisite: Economics 14 or consent of the instructor. Second semester. Omitted 1983-84. Professor Westhoff.

31s. Public Finance. An introduction to the economic analysis of the revenue and expenditure activities of governments. Emphasis is placed on the effects of government policies on the allocation of resources and the distribution of income. Three class hours per week.

Requisite: Economics 11. Second semester. Professor Westhoff.

32. Problems in Economic History. An advanced seminar in economic history intended primarily to provide further training in analysis, bibliography, and interpretation. For the Spring of 1983-84, the theme will be: "Problems in the History of Technology." One two-hour seminar per week.

Requisites: Consent of the instructor and either Economics 27 or 28. Limited to fifteen students. Second semester. Professor Aitken.

33s. Monetary Macroeconomics. The course begins with an analysis of the ways in which the money supply affects economic activity, including employment inflation and interest rates. The various theories of how monetary policy should be conducted are developed. With this background the course concludes with an examination of the recent record of the Federal Reserve Board's conduct of monetary policy, including political-economic aspects of that record. Three class hours per week. Alternates with Economics 34.

Requisite: Economics 13. Second semester. Omitted 1983-84. Professor Woglom.

34. Financial Institutions and Markets. This course provides an overview of the role of financial markets in the economy. It begins with an analysis of the financial theories that explain the way financial assets channel savings to the most productive investments; the factors determining prices on different financial assets; the economic role of banks. Then the major institutions and markets in the U.S. financial system are described. The course concludes with an analysis of government regulation of financial markets: Is regulation necessary for safe and efficient financial markets; have current regulations fostered or hindered the achievement of safety and efficiency? Three class hours per week. Alternates with Economics 33.

Requisite: Economics 14. Limited to thirty students. Second semester. Omitted 1983-84. Professor Woglom.

35. The World Economy. An analysis of economic relationships among countries. Includes a study of the balance of payments concept, the international currency system, and government adjustment policies, as well as the pure theory of international trade (why nations trade, the role of protectionism, of regional trade organizations, and the international mobility of productive factors). Three class hours per week.

Requisite: Economics 11. First semester. Professor Yarbough.

36f. Economic Development. An examination of the economic problems of less developed countries, with particular reference to the interaction of economic and noneconomic factors. Topics to be covered include agricultural and industrial development, labor and capital requirements, market development, foreign investment, foreign aid, imperialism and the role of government in the development process. Three class hours per week.

Requisite: Economics 11. First semester. Omitted 1983-84.

37s. Advanced International Economics. International monetary theory, advanced international trade theory, and their application to economic policy. The first part of the course is macroeconomic in nature. Topics include mechanisms of adjustment in the balance of payments, policies for internal and external balance, and the international monetary system. The second part of the course centers on advanced topics in the microeconomic side of trade including examination of the determinants of international trade patterns, the costs and benefits of restricting trade, and the way trade influences national economic welfare and income distribution. Three class hours per week.

Requisite: Economics 13, and 14 or 35. Second semester. Professor Yarbrough.

38. Socialist Economic Systems. A study and analysis of the arguments of major critics who predict, and frequently advocate, the demise of the capitalist economic system and some of whom present a vision of what they call a more perfect (noncapitalist) society; followed by a look at detailed blueprints of the centrally-planned as well as the market-directed socialist economy and at actual socialist economies. Includes a program of discussing works of Karl Marx and others and of studying the economic institutions of the Soviet Union and other countries in Eastern Europe, of Yugoslavia, China, and Cuba, of communes throughout the world, and of selected West European countries (Sweden, Great Britain, France). Three class hours per week.

Requisite: Economics 11. Second semester. Professor Kohler.

40. Health Economics. This course is designed to familiarize students with the application of economic analysis to health care. Emphasis will be placed on the supply and distribution of medical personnel, the financing of health care, the problems of rising hospital costs, alternative organizational forms for the delivery of medical care, and the role of government in each of these areas.

Requisite: Economics 11. Second semester. Omitted 1983-84.

41. Topics in Public Finance. This course explores important policy issues in public sector economics. Possible topics include: the effects of taxes on labor supply, saving, risk taking, investment, and other economic activities; the burden of the national debt; the effects of local property taxes on community diversity and local public services; the choice of a tax base; the future of Social Security. To evaluate predictions formed on the basis of economic theory, the course studies actual tax and public spending reforms in the United States and abroad. Three class hours per week.

Requisite: Economics 31; or Economics 14 and consent of the instructor. First semester. Professor Henderson.

46. Empirical Economics. A continuation of Economics 15 (Statistics). Stress is placed on the importance of both econometric techniques and economic theory for the study of real-world economic relationships. Several different subjects which illustrate empirical economic research are examined. The particular issues examined will vary from year to year but will usually include examples drawn from: labor market economics, technical progress and production, consumer economics, supply and demand for particular goods or services, the evaluation of social programs, and macroeconomic stabilization policy.

Requisites: Economics 15 (or equivalent) and some knowledge of economic theory. Second semester. Professor Beals.

76. Junior Seminar. In this course students use the economic tools studied in Economics 13, 14, and 15 to analyze unresolved questions in economics. Students are encouraged to make their own judgments on these questions. Student evaluations will be based on how well the student can explain and justify his or her view in a number of written and oral assignments. The tools of thinking and writing that are developed in this course are of fundamental importance in writing a Senior Honors thesis. Required of and restricted to majors in Economics (beginning with the Class of 1985).

Requisites: Economics 13, 14, and 15, or consent of the Department. Second semester. Professors Henderson and Woglom.

77. Senior Seminar. Required of and restricted to majors in Economics in the Classes of 1984 and 1985E.

First semester. Professors Beals and Nicholson.

D78. Senior Honors Seminar. Preparation of a thesis on a topic approved by the Department. A double course. Required of Seniors majoring in Economics who are candidates for Honors. Approval of the Department Chairman is required.

97, H97, 98, H98. Special Topics. Independent Reading Course. A full course or half course.

First and second semesters.

EDUCATION

Professors Grose‡, Hawkins, Olver and Raskin.

The following courses offered by the several departments are listed for the convenience of students who are interested in education and teaching. Students seeking to be certified for public school teaching positions should consult the separate materials in the Career Counseling and Registrar's Offices concerning courses available at the Five Colleges and state certification requirements.

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‡On leave second semester 1983-84.

Developmental Psychology. See Psychology 27.
Requisite: Psychology 11. First semester. Professor Olver.

Seminar in American Educational History. See History 66f.
Limited to fifteen students. First semester. Omitted 1983-84. Professor Hawkins.

ENGLISH

Professors Cameron, Chickering (Chairman), Cody, Craig, DeMott, Guttmann, Heath*, Peterson, Pritchard, Sofield, and Townsend‡; Visiting Writer Lelchuk; Associate Professors O'Connell*, Rushing*, and Waller; Visiting Associate Professor Guetti; Assistant Professors Parker and Wexler; Visiting Assistant Professor Barthelemy.

Major Program. The English Department acknowledges that a diversity of interests and motives leads students to declare a major in English. Rather than require a particular sequence of courses for all students, the Department prefers to see its responsibility as a contract with the student to provide guidance, criticism and support as the student undertakes responsibility for planning his or her own course of literary study. Such subjects as literary history, English literature seen in the context of other literatures or other arts, literary criticism and theory, literature in various interdisciplinary contexts, the teaching of literature, writing and the creative arts, suggest ways of concentrating the study of literature in the Department. Students should plan their programs with a view toward realizing a coherent relation between their own interests and the general field of literary studies, drawing upon courses within, or approved by, the Department. All students majoring in English should take English 11, English 20 (Introduction to Literary Studies), and at least six other courses.

Senior Tutorial. Students who wish to propose an independent project—usually a written essay or gathering of essays on a literary subject, but other kinds of projects may be approved—may ask for admission to English 77 and 78, the Senior Tutorial. After discussing their plans with their advisor and any other teacher from whom they wish help, students should submit before the end of their Junior year a proposal to the Department for approval and for assignment to a tutor for supervision. At the end of the first semester, the tutor will recommend to the student and the Department whether or not the student should continue with the project for a second semester. Students intending to do a project in verse,

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*On leave 1983-84.
‡On leave second semester 1983-84.

fiction, play-writing, or autobiography, must submit a substantial example of their work in this mode at the time they apply for admission to the Senior Tutorial.

Honors Program. Students who wish to be considered for Honors at graduation must elect English 77 and 78. Their work in this course will be read and evaluated by a departmental committee and discussed with the student in an interview. The Department will recommend for Honors students whose work in the Department shows evidence of distinction; recommendations will take account of independent work in the Senior Tutorial, work in departmental exercises, and work in the courses comprising the student's major program.

Graduate Study. The English Department does not view its educational mission as primarily the preparation of students for graduate work in English. Students who are interested in graduate work can, however, prepare themselves for such study through sensible planning. They should discuss their interest in graduate work with their advisor so that information about particular graduate programs, deadlines and requirements for admission, the Graduate Record Examinations, the availability of fellowships, and prospects for a professional career can be sought out. Students should note that most graduate programs in English or Comparative Literature require reading competence in two, and in many cases three, foreign languages. Intensive language study programs are available on many campuses during the summer for students who are deficient. To some extent graduate schools permit students to satisfy the requirement concurrently with graduate work.

N.B. The English Department does not grant advanced placement on the basis of College Entrance Examination Board scores.

11. Introduction to English: Reading. Centering on familiar modes of literature but including as well other kinds of writing and expression, the course aims to exercise the student's imagination as a reader and to consider what we learn from what we read. This course is conceived as of interest to students at any level of preparation, including those with a background of advanced literary study in secondary school. It is taught in separate sections which follow a common syllabus; writing assignments are frequent. Three hours of classroom work per week.

First semester. The Department.

19s. Film and Writing. A course in reading films and writing about them. A varied selection of films for study and criticism, partly to illustrate the main elements of film language and partly to pose challenging texts for reading. Frequent short papers. Two two-hour class meetings and one screening per week.

Second semester. Professors Cameron and Maraniss.

20. Introduction to Literary Studies. A course for all students considering a major in English, exploring the uses and the place of literature in modern life, as well as various approaches to the study of literature.

Not open to Freshmen except with consent of the instructor. Second semester. The Department.

21. Advanced Composition. Creative writing: reading and writing the short story. Students must submit materials (fiction preferred) to the English office.

Not open to Freshmen. Limited enrollment. First semester. Visiting Writer Lelchuk.

22. Advanced Composition. A continuation of English 21.

Second semester. Visiting Writer Lelchuk.

23. Composition. Organizing and expressing one's intellectual and social experience. The purpose of this course is to prepare students in their Junior or Senior year to write an autobiographical essay assessing their own intellectual and social experiences. This essay, which is the final work of the course, begins from the consideration of a twentieth century work of autobiography selected in conference with the instructor. For each class meeting the student writes a sketch or short essay of self-definition in relation to other people, using language in a particular way—for example, as the spectator of some situation, or as a participant in it. Two meetings per week.

Open to Juniors and Seniors. Limited to fifteen students. First semester. Professor Von Schmidt.

25. American Men's Lives. A study of what it is and what it has been to be a man in America. Questions about growing up male, about friendship, homosexuality and marriage, and about work will be raised and discussed in terms of works by Anderson, Baldwin, Baraka, Foucault, Hemingway, Howells, James, Lowell, Mailer, Melville, Parkman, Whitman and Wright.

Not open to Freshmen except with consent of the instructor. First semester. Professor Townsend.

26. The Literature of Madness. A specialized study of a peculiar kind of literary experiment—the attempt to create, in verse or prose, the sustained illusion of insane utterance. Readings will include soliloquies, dramatic monologues and extended "confessional" narratives by classic and contemporary authors, from Shakespeare and Browning, Poe and Dostoevsky to writers like Nabokov, Beckett, or Sylvia Plath. We shall seek to understand the various impulses and special effects which might lead an author to adopt an "abnormal" voice and to experiment with a "mad monologue." The class will occasionally consult clinical and cultural hypotheses which seek to account for the behaviors enacted in certain literary texts.

Open to Juniors and Seniors and to Sophomores with consent of the instructor. Second semester. Omitted 1983-84. Professor Peterson.

27. Old English. This course has three goals. (i) The rapid mastery of Old English (Anglo-Saxon) as a language for reading knowledge. Selected prose and short poetry will be read in the original, including *The Wanderer, The Seafarer, The Dream of the Rood, The Battle of Malden.* Literary awareness of the texts is emphasized over linguistic analysis. (ii) The development of critical imagination and verbal sensitivity in reading poetry. Students will declaim verses and write short critical papers. (iii) An examination of the salient features of Anglo-Saxon culture, A.D. 650-1050, as expressed through its literary achievements. This course prepares students to read *Beowulf* in the original. Three class hours per week.

Open to Freshmen with consent of instructor. First semester. Professor Chickering.

28. Beowulf and the Heroic Mode. A reading of *Beowulf* in the original, with the aid of translations. Why is *Beowulf* a great poem? How does it test the Anglo-Saxon view of heroism? What are the values and limitations of the heroic mode of experience? Other works in the heroic mode will be read, such as Malory's *The Death of King Arthur* and the Old Icelandic *Njals saga* (in translation). Modern reactions to the heroic mode, such as John Gardner's *Grendel*, will also be read. Three class hours per week.

Requisite: a reading knowledge of Old English. Open to Freshmen with consent of the instructor. Second semester. Professor Chickering.

29. Medieval Arthurian Romances: Texts and Contexts. Selected major Arthurian romances will be read in translation, both as free-standing imaginative experiences and in the contexts of contemporary literary activity, social history, philosophical and theological ideas, and the history of "the Matter of Arthur." The Arthurian texts will be Chretien de Troyes's *Yvain* and *Lancelot*, Gottfried von Straussburg's *Tristan, Sir Gawain and the Green Knight*, and selections from Sir Thomas Malory. Contexts will include *The Song of Roland*, Geoffrey of Monmouth's *History of the Kings of Britain*, documents from the court of Marie of Champagne, selected troubadour lyrics, depictions of the Roland and Arthur legends in art and architecture, and short selections from Peter Abelard, Bernard of Clairvaux, Anselm, Augustine, and other philosophers. The emphasis of the course will be equally on the close reading of texts and the imaginative invention of contexts. Three class hours per week.

Not open to Freshmen except with consent of the instructor. First semester. Omitted 1983-84. Professor Chickering.

30. Chaucer: An Introduction. The course aims to give the student rapid mastery of Chaucer's English and an active appreciation of his dramatic and narrative poetry. No prior knowledge of Middle English is expected. Short critical papers and frequent declamation in class. The emphasis will be on Chaucer's humor and irony. Three class hours per week.

Not open to Freshmen except with consent of the instructor. Second semester. Professor Chickering.

31s. Dante. *The Divine Comedy* considered as a hybrid of literary forms, an autobiographical epic, which contains and exploits antithetical narrative designs present individually in earlier ancient and medieval works. The course focuses on how Dante achieves this dialectical synthesis of epic and confession, while also combining the pagan and Christian traditions of Western thought. Background readings include selected portions of Virgil's *Aeneid,* St. Augustine's *Confessions,* and, time permitting, more recent examples of the literature of the self (Wordsworth, Dostoevsky, Doris Lessing). All readings are in English translation, but students who read in Latin or Italian are particularly welcome. Three hours of classroom work per week.

Not open to Freshmen unless they have taken English 11. Second semester. Omitted 1983-84. Professor Waller.

32f. Fictions of the Renaissance. A study of several writers—Italian, French, and English—who have come to exemplify "Renaissance" literature for us. We will begin with the Italian authors of the fourteenth century who first formulated the story of a new age of letters, and then follow the history of that story as it unfolds through several of the major fictions written in the context that it helped to provide. Thus the course will not simply present texts as belonging to or coming from the formative years of the Renaissance, but will present "the Renaissance" itself as a kind of text—one whose fictions have proved exceptionally powerful—which we might also try to read. Readings will be drawn principally from the earlier Renaissance literature of each of the three national traditions we will be examining. They will include selections from Petrarch's *Canzoniere* and Boccaccio's *Decameron,* Ariosto's *Orlando Furioso,* Spenser's *Faerie Queene,* Machiavelli's *Discourses,* Castiglione's *Book of the Courtier,* Marguerite de Navarre's *Heptameron,* Rabelais's *Gargantua and Pantagruel,* sonnets by Wyatt, Surrey, and Sidney, and a Shakespeare play.

First semester. Professor Waller.

33. Sixteenth-Century English Literature. An introduction to poetry, drama, prose by the major writers from Thomas Wyatt to William Shakespeare, including Philip Sidney, Edmund Spenser, Walter Ralegh, Thomas Kyd (*The Spanish Tragedy),* Christopher Marlowe. Thomas More (*Utopia*) and Erasmus (*Praise of Folly*) will be read in translation. Topics such as mythology, wit, courtly life, romantic love, pastoralism, Platonism, Senecan style, and revenge tragedy will be discussed in their relation to particular texts. Some reference to modern critical approaches.

Not open to Freshmen except with consent of the instructor. First semester. Omitted 1983-84. Professor Cody.

34. Shakespeare. A selection of the plays from the different genres in which Shakespeare wrote and from the different periods of his career: comedy, history, tragedy, romance, the sonnets. Each work selected will be studied in depth, with particular attention to its poetic language, the history of its staging and adaptation to the screen, and the course of its interpretation by scholars and critics down to the present. The works read in this seminar will usually not be those read in English 35 (see below), and a student may take either English 34 or 35 or both in either order.

Not open to Freshmen except with consent of the instructor. Second semester. Professor Cody.

35. Shakespeare. Readings and discussion, with emphasis on Shakespeare's growth as a dramatist. Two meetings per week.

Not open to Freshmen. Limited to twenty-five students. First semester. Professor DeMott.

36. Seventeenth-Century Literature. A critical and historical study of the major poets: Donne, Jonson, Herbert, Marvell, Milton, and Dryden. Three hours of classroom work per week.

Second semester. Professor Sofield.

39. English Poetry: Dryden to Byron. Readings from some major and minor poets, 1660-1820. Dryden, Pope, Blake, Byron, others from the eighteenth century. Selections from Samuel Johnson's literary criticism. Three hours of classroom work per week.

Requisite: English 11 or consent of the instructor. First semester. Professor Pritchard.

40. English Poetry: Wordsworth to Arnold. Readings from Wordsworth, Keats, Shelley, Browning, Tennyson, Matthew Arnold, with accompanying prose selections from Arnold, John Ruskin, John Henry Newman. Three hours of classroom work per week.

Requisite: English 11 or consent of the instructor. Second semester. Professor Pritchard.

44. Readings in Romantic Poetry. The writers studied will be: Blake, Wordsworth, Coleridge, Byron, Shelley and Keats. Attention will be given to their prose (essays, letters, journals) as well as their poetry, and to their place in the context of revolutionary changes in the political and social thought of the late eighteenth and early nineteenth centuries. Three hours per week.

Not open to Freshmen except with consent of the instructor. Second semester. Omitted 1983-84. Professor Heath.

47. **Women and Fiction in the Nineteenth Century.** This course explores the connection between fiction-making and concepts of femininity in the works of major nineteenth-century writers: novels by Dickens, Balzac, Flaubert, Mary Shelley, The Brontës, George Eliot, Henry James and Edith Wharton; plays by Ibsen and texts by Mill, Ruskin, Freud, Marx, Kierkegaard and Nietzsche.

First semester. Professor Guetti.

50. **Continental Novels.** Readings and discussion of major works by Gogol, Flaubert, Turgenev, Tolstoy, Dostoevsky, Zola, Proust, Kafka, and Mann.

Second semester. Professor DeMott.

52f. **Twentieth-Century British Poetry.** Lectures and discussion. Readings will include such poets as Hardy, Yeats, Eliot, Auden, Larkin, Hill, Heaney.

First semester. Professor Sofield.

53s. **Twentieth-Century American Poetry.** Readings and discussion of such poets as Frost, Stevens, Williams, Lowell, Jarrell, Plath, Merrill and Wilbur. Three hours of classroom work per week.

Not open to Freshmen except with consent of the instructor. English 11 recommended. Second semester. Omitted 1983-84. Professor Pritchard.

54f. **Story and History in English Fiction, 1910-1950.** A study of the ways in which selected English novelists in the first half of this century have used a variety of fictional forms to perceive and narrate connections between historical or social events and their visions of personal or private experience. Writers to be read will include most of the following: E.M. Forster, D.H. Lawrence, Virginia Woolf, Evelyn Waugh, Elizabeth Bowen, Graham Greene, George Orwell. Three hours of classroom work per week.

Not open to Freshmen. Limited to twenty-five students. First semester. Omitted 1983-84. Professor Heath.

55. **African Voices: Modern African Literature.** This course will focus on the major poets and novelists in contemporary African literature in English. Special attention will be given to characteristic themes such as neocolonialism, political corruption, racism and alienation. A book review and two papers will be required.

Not open to Freshmen. First semester. Omitted 1983-84. Professor Rushing.

56. Literary History of the Great War 1914-1918. The war considered as a subject of memoir, fiction, and poetry. The approach taken is biographical, studying the lives and war experience of selected English and American writers: Vera Brittain, Charles Carrington, Robert Graves, Ernest Hemingway, Frederic Manning, Wilfred Owen, Edward Thomas, and others. Some reference to German, French, Italian war writers; to important contemporary writers in the modern movement: Pound, Eliot, D.H. Lawrence; and to the way wars have been written about from the historical and literary critical points of view: Fussell, Keegan, Orwell, Taylor, Trevelyan, Wilson, Woodward.

Not open to Freshmen except with consent of the instructor. Second semester. Professor Cody.

57. The Mode of Romance. A study of the special status and significance in Western fiction of the themes of love and adventure, of their relation, and of the narrative forms in which they occur. The approach will be both historical and structural and will include a wide range of texts from medieval lyric and narrative to the modern media, with special attention to film.

Not open to Freshmen. First semester. Professor Cameron.

61. Modern Satiric Fiction. Readings from various English and American writers such as Shaw, Huxley, Hemingway, Ford Madox Ford, Wyndham Lewis, Waugh, Nabokov, Flannery O'Connor, Eudora Welty, Bellow, Updike, Mailer, Pynchon, Anthony Powell, Kingsley Amis. Lectures and discussion. Three hours of classroom work per week.

Not open to Freshmen. English 11 recommended. First semester. Omitted 1983-84. Professor Pritchard.

66f. Jewish Writers in America. An examination of Jewish writers within the context of American literature and of American society, with special attention to the process of assimilation and the resultant crisis of identity. Among writers discussed are Abraham Cahan, Henry Roth, Saul Bellow, Norman Mailer, Bernard Malamud, and Philip Roth. One two-hour meeting per week.

Not open to Freshmen. Limited to twenty students. First semester. Professor Guttmann.

67. The Emergence of an American Literature. A survey course which investigates the gradual development of a self-conscious and "original" American literature. Particular emphasis will be placed on the stylistic innovations and special cultural concerns which distinguish American writing from the Puritan experiment to the revolutionary national consciousness of Whitman and Melville. Critical pressure will be applied to the assumptions implicit in the conduct of a survey course. Thoughtful comparisons of "major" and "marginal" writers will be encouraged.

Not open to Freshmen except with consent of the instructor. First semester. Professor Guttmann.

68. American Literature After the Civil War. For 1983-84 the course will examine the emergence of literary realism and its transformation into the "naturalistic" novels and the experimental fictions of the early twentieth century. Readings, among others, will include the work of Howells, Twain, James, Wharton, Dreiser, Ellen Glasgow, Norris, Chopin, Toomer, Hemingway, Fitzgerald, and Faulkner.

Not open to Freshmen except with consent of the instructor. Second semester. Professor Peterson.

70f. Readings in American Literature. The topic for 1983-84 will be Foremothers: American Women Novelists between 1853 and 1935. In a seminar setting we will discuss the works of major American women writers, most likely including Kate Chopin, Harriet Beecher Stowe, Charlotte Perkins Gilman, Sarah Orne Jewett, Edith Wharton, Willa Cather, Zora Neale Hurston, Gertrude Stein, and Marie Sandoz. We will inquire into the relationship between these women's biographies and their work as well as discuss the formal values of their art.

Requisite: a prior course on American literature. Open to Juniors and Seniors. Limited to twenty students. First semester. Professor Wexler.

72f. Women and Photography. An historical and comparative inquiry into the role of women in the development of photography from 1839 to the present. The seminar will examine photographs by women and autobiographical, theoretical and critical writing on photography by women. We will look at the earliest jobs women held in photographic studios, the growth of the amateur movement, the sentimentalization of the domestic portrait, the pictorialists and the photo-secessionists, women photojournalists, women fine-art photographers, images of women in photographs, women's self-portraits, and current impulses toward deconstructing the facticity of the photograph, among other topics. Photographers to be studied will include: Julia Margaret Cameron, Frances Benjamin Johnston, Gertrude Kasebier, Imogen Cunningham, Berenice Abbott, Margaret Bourke-White, Dorothea Lange, Barbara Morgan, Tina Modotti, Lisette Model, Helen Levitt, and Diane Arbus, among others. Critical writers will include: Lady Elizabeth Eastlake, Giselle Freund, Sarah Kofman, Susan Sontag, Estelle Jussim, and Janet Malcolm. Three class hours per week.

Not open to Freshmen. Enrollment limited. First semester. Professor Wexler.

73. Topics in Film Study. The course will address from year to year topics in film study that will enable students with some prior experience to pursue further their interest in film. The topic for 1983-84 will be: *Film Noir.* An inquiry into the making and unmaking of a popular Hollywood genre. What is the meaning, the origin, the value of the hundreds of entertaining films that form a cycle with *Double Indemnity, Scarlet Street, Mildred Pierce, Out of the Past, Criss Cross, Night and the City, White Heat, Touch of Evil?* What does film criticism or social history have to say about them? *Film noir* offers an occasion for noticing the collective rather than the individualist character of filmmaking, the work of lesser-known producer-writer or photographer-designer collaborations as well as of *auteur* directors such as Welles, Wilder, Lang, Hitchcock, Huston. It also offers an occasion for reading the work of contributing writers of popular fiction such as Greene, Hammett, Chandler, Cain, and for studying the reflex of the genre in British films, French "new wave" films of the 1950s, German films of the 1970s, and the Hollywood "neo-noirs" of recent years. Frequent writing, often in journal form. Regular readings and videotape viewing. Two class meetings plus one to two screenings per week.

Not open to Freshmen. Requisite: English 19 or other film course, or consent of the instructor. First semester. Professor Cody.

75s. The Languages of Film. A comparative study of the signification processes of film. Different genres of film such as the documentary, the "experimental" film, and various kinds of commercial feature, as well as the grounds upon which such generic distinctions are made, will be considered. Cross-cultural contrasts, historical changes, and differences between the films of women and men will be investigated as a means of further articulating the structures of representation encountered in film. Theoretical texts by, among others, Kuleshov, Bazin, Mulvey, Metz, Scharf, and Cavell will be drawn upon as will texts concerned with discourse more generally. Guest film-makers will be invited to screen and discuss their work. Three class hours plus one screening per week.

Enrollment limited. Second semester. Professor Waller.

76. Literary Criticism. What does it mean to be a critic of literature? This question will be explored by reading a number of poems, novels, poetic dramas, and seeing how they have been treated by such critics as Samuel Johnson, Matthew Arnold, I.A. Richards, T.S. Eliot, F.R. Leavis, William Empson, R.P. Blackmur, and other more recent practitioners. Not a lecture course. Three hours of classroom work per week.

Not open to Freshmen except with consent of the instructor. Second semester. Omitted 1983-84. Professor Pritchard.

77. Senior Tutorial. Independent work under the guidance of a tutor assigned by the Department. Open to Senior English majors with the consent of the Department. Students intending to take this course and its continuation, English 78, should submit their proposal to the Department secretary before the end of the preceding spring semester. *Students intending to do a project in verse, playwriting, or autobiography, must submit a substantial example of their work in this mode at that time.* First semester.

78. Senior Tutorial. A continuation of English 77. Second semester.

D77, D78. Senior Tutorial. This form of the regular course in independent work for Seniors will be approved only in exceptional cases. First and second semesters.

80. Contemporary Cultural Studies. A seminar course. The aim is to develop standards suitable for assessing representations of contemporary social reality. Among the writers and performers studied are Norman Mailer, Tom Wolfe, John Sayles, Studs Terkel, Harry Braverman, John Updike, Elvis Presley, and Bruce Springsteen. Topics figuring recently in student presentations and papers include television (serial comedy and drama, formats of news programs, etc.), musical groups (Talking Heads, Clash, others), documentary films (Pennebaker, Leacock, others), fictional versions of nuclear war, popular histories of the Sixties, advertising, celebrity journalism, the liberal, radical and conservative press. One class meeting per week.

Not open to Freshmen. Limited to twenty-five students. Second semester. Professor DeMott.

86. Great Short Novels. Lectures and discussion in the genre of the novella. Readings in Gogol, Melville, Dostoevsky, Tolstoy, Chekhov, Conrad, James, Kafka, Mann, Porter, Bellow, Oe, Tanizaki, Yehoshua. Two class meetings per week.

Enrollment limited. Second semester. Professor Lelchuk.

88. Topics in the Novel. The topic will be "Fiction in Modernism." Not a survey of modern fiction but a study of the idea and practice of fiction within the specific project of historical modernism, paying particular attention to the effort to find new forms and new languages for fictional representation and to the questions raised concerning the nature of representation itself. Texts by Flaubert, Nietzsche, James, Freud, Joyce, Kafka, Proust, the surrealists, Beckett and others, with sidelong glances at modes of representation in the other arts.

Open to Juniors and Seniors. Second semester. Omitted 1983-84. Professor Cameron.

93s. Seminar: Topics in Literary Theory. Alternates with English 94. The topics considered will vary each year the course is offered. In 1984 the topic will be "Marxism and Literature." We will begin by reading with some care many of the classic texts of Marx and of Marxism, focusing especially on the questions of language and ideology which they provoke, on their specific conceptions of literature, and on their possible value as critical models for the analysis of selecting works of nineteenth- and twentieth-century fiction. We will conclude by examining certain recent "applications" of Marxist theory, concentrating to some degree on their relationship to other contemporary theoretical trends. Three papers will be assigned (two short, one longer).

Requisite: English 11 or English 20, or consent of the instructor. Limited to twenty-five students. Second semester. Professor Parker.

94. Literary Theory. Traditional and contemporary topics in literary theory, including metaphor, representation, allegory, narrative, and the ideology of criticism and creation, will be discussed with reference to texts by Plato, Aristotle, St. Augustine, Sidney, Goethe, Coleridge, Shelley, Baudelaire, Mallarmé, Benjamin, Paul de Man, Jacques Derrida, and selected French and American feminist theoreticians. Attention will also be given to the German philosophical tradition as it shares the preoccupations and problems associated with the activity of criticism.

Not open to Freshmen unless they have taken English 11 or have the consent of the instructor. Second semester. Omitted 1983-84. Professors Parker and Waller.

95. "The Linguistic Turn": Language, Literature and Philosophy. An investigation into the nature of language—its sounds, forms, rhythms, and structures—especially as these inform and are informed by, the reading of literary and philosophical texts. Our discussions will cover such issues as: the nature and history of the sign; the applicability of theories of phonology, syntax, semantics, and pragmatics as "tools" for the analyses of texts; the notion of "style" in language and its limitations; the degree to which narrative may be considered as a system; the "language" of the unconscious; the interrelationships among language, culture and sexuality. Previous acquaintance with the principles of linguistics will not be assumed. Three hours of classroom work per week.

First semester. Professor Parker.

97, 98. Special Topics. Independent Reading Courses.

First and second semesters.

RELATED COURSES

Seminar on One Russian Writer: Vladimir Nabokov. See Russian 25. To be given at Mount Holyoke College (Russian 213).

Open to Juniors and Seniors (and Sophomores with consent of the instructor). First semester. Professor Peterson.

Introduction to African Poetry. See Black Studies 33.
First semester. Omitted 1983-84.

Introduction to African-American Poetry. See Black Studies 34.
Second semester. Professor Barthelemy.

Fiction from the Black World. See Black Studies 35.
First semester. Professor Barthelemy.

Images of Black Women. See Black Studies 40.
Second semester. Omitted 1983-84.

Readings in the European Tradition. See European Studies 21.
First semester. Professor Margolis.

EUROPEAN STUDIES

Advisory Committee: Professors Bezucha, Carre, Cheyette, Chickering, Commager, Giordanetti, Halsted, Kennick, Marshall, Pemberton, Pitkin, Scher (Chairman), Sofield and White*; Associate Professors Griffiths, Machala*, Maraniss, Rabinowitz, Sommer†, Sweeney, J. Taubman, Tiersky, Upton and Waller; Assistant Professors Basto, Caron, Clark, deVries, Doran, Grayson, Hague*, Margolis, Niditch, Sandler, Slobin, Wolfe, and Zajonc.

European Studies is a major program which provides opportunity for interdisciplinary study of European culture. Through integrated work in the humanities and social sciences, the major examines a significant portion of the European experience and seeks to define those elements that have given European culture its unity and distinctiveness.

Major Program. The core of the major consists of six courses that will examine a significant portion of European civilization through a variety of disciplines. The student will select these courses in consultation with an appropriate subcommittee of the Program. Of these six courses, two

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*On leave 1983-84.
†On leave first semester 1983-84.

will be independent research and writing during the Senior year, leading to the presentation of a thesis in the final semester. In one of the final two semesters the major may designate the research and writing course as a double course (European Studies D77 or D78), in which case the total number of courses required to complete the major becomes seven.

In addition a major will take European Studies 21 and 22 during the Sophomore year or as soon as he or she elects a European Studies major. Save in exceptional circumstances a major will spend at least one semester of the Junior year pursuing an approved course of study in Europe. Upon return, the student will ordinarily elect, in consultation with the advisory subcommittee, at least one course that helps integrate the European experience into the European Studies major. During the second semester of the Senior year he or she will give an oral presentation to faculty and students in the Program of his or her independent research and writing in progress. Because of the self-designed nature of the European Studies program, the thesis plays a major role in integrating the student's work in the program. Superior achievement in the thesis project will be considered for recommendation for the degree with honors.

A major is expected to be able to read creative and scholarly literature in at least one foreign language appropriate to his or her program.

When designing their course schedules, majors should give careful study to the offerings of humanities and social science departments at Amherst and the other Valley colleges. To aid in choosing courses, the chairman of the European Studies Program can provide majors with mimeographed lists of pertinent courses given among the Five Colleges.

11s. Introduction to European Civilization. The history of Europe in the twentieth century is, in large measure, the story of technological and scientific triumph in the midst of self destruction. The High Culture of the Continent was not immune to this experience. "Art," wrote the Austrian composer Arnold Schoenberg, "is the cry for help of those who experience in themselves the destiny of men." This course is intended to introduce students to a wide variety of twentieth century European cultural products, and also to the critical methods for understanding them. Among the subjects to be discussed are Freud's *Civilization and Its Discontents*, Schoenberg's "Pierrot lunaire," Picasso's "Les Demoiselles d'Avignon," Bunuel's "Un Chien andalou," Brecht's and Weill's "Three Penny Opera," Sander's "Man of the Twentieth Century," Eisenstein's "The General Line," Riefenstahl's "Triumph of the Will," de Beauvoir's *The Second Sex*, Arendt's *The Origins of Totalitarianism*, and Godard's "Weekend." Works of criticism will include: Schorske's *Fin-de-Siècle Vienna*, Berger's *Art and Revolution*, and Hinz's *Art in the Third Reich*. Two class meetings per week. Non-European Studies majors are welcome.

Second semester. Omitted 1983-84. Professor Bezucha.

12. The Renaissance and the Modern World. Through an analysis of selected works by Michelangelo, Petrarch, Boccaccio, Dufay, Josquin Desprez, Gesualdo, and Machiavelli, the course will consider the expressive techniques of creative artists in the fourteenth, fifteenth, and sixteenth centuries, and the problems involved in our understanding the works they produced. This will lead to a consideration of three varieties of historical self-consciousness: that of people who lived during these three centuries, that of the nineteenth-century historians who discovered (or invented) the Renaissance, and our own viewing of these works from the other side of the Modernist movement. We will end with a general discussion of our contemporary consciousness of "the Western Tradition" as a defining feature of modern European culture. Occasional short papers and one project. Two meetings per week.

Second semester. Professor Cheyette.

21. Readings in the European Tradition. Reading and discussion of texts, written before the seventeenth century, central to the development of Western literary and philosophical traditions. Reading list includes selections from Old and New Testaments: *Genesis, Exodus, Job, Matthew, Luke, Apocalypse*; Homer, *The Iliad*; Vergil, *Aeneid*; Ovid, *Metamorphoses; Njal's Saga*; Gottfried von Strassburg, *Tristan*; Dante, *Inferno*; Rabelais, *Gargantua*. What is "the European Tradition" and in what ways are we bound to it? An introduction to some of the most influential works in Antiquity, the Middle Ages and the Renaissance. Open not only to European Studies majors but also to any student interested in the intellectual and literary development of the West. Emphasis on active student discussion with introductory lectures by the professor. One three-page paper assigned every two weeks.

Required for European Studies majors. First semester. Professor Margolis.

22. Readings in the European Tradition. A seminar devoted to certain major articulations of European thought and imagination from the seventeenth century to the present. "Worldliness and other-worldliness" will be the theme of the course for 1984. The selected works, both literary and theoretical, will be tied together through discussions of how they represent their own limits as cultural expressions. The course will look accordingly at the way each text fills in the terms of such structuring oppositions as here/there, homogeneous/heterogeneous and self/other. Some of the following authors are likely inclusions: Racine, Descartes, Swift, Defoe, Rousseau, Austen, Wordsworth, Balzac, Mallarmé, Chekov, Rilke, Kafka, Proust, Nietzsche, Freud.

Required for European Studies majors. Second semester. Professor Clark.

Colloquium in Medieval Studies: The Twelfth Century in Western Europe. See Colloquium 22.
Second semester. Omitted 1983-84. Professors Cheyette and Chickering.

Fictions of the Renaissance. See English 32f.
First semester. Professor Waller.

The Artist as Anti-Hero from Goethe to Günter Grass. See German 28.
Second semester. Professor Brandes.

Culture and Politics in the Weimar Republic. See German 42.
Second semester. Omitted 1983-84.

Modern Europe. See History 16.
Second semester. Professor Halsted.

Phenomena in Scientific Inquiry: An Historical Approach. See Physics 10.
Second semester. Omitted 1983-84. Professor Zajonc.

Readings in Seventeenth-Century European Theater. See Spanish 36.
Second semester. Omitted 1983-84. Professor Maraniss.

77, D77, 78, D78. Independent Research and Writing.
Required of all majors in their Senior year. First and second semesters. Members of the Advisory Committee.

97, 98. Special Topics. Independent Reading Course.
First and second semesters. Members of the Advisory Committee.

FINE ARTS

Professors Schmalz† and Trapp‡; Associate Professors Upton and Sweeney (Chairman); Assistant Professors Caron, Morse, Palermo and Sullivan.

Major Program. The Fine Arts major offers the broadest possible means for developing and integrating a student's historical understanding, practical skills, and critical faculties with regard to the visual arts and their values in society. Although this objective may be accomplished either with emphasis upon work in art history and criticism or the practice of art, the major program is designed to identify and serve each student's personal interests and capacities through a balanced engagement in the Fine Arts. The work of each major will be directed by an advisory committee.

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†On leave first semester 1983-84.
‡On leave second semester 1983-84.

Course Requirements. Beginning with the class of 1985 a major will consist of a minimum of ten courses in Fine Arts of which at least three will be taken in the history of art and three in the practice of art. Fine Arts 11s and Fine Arts 12f are required. Unless otherwise stated, all Fine Arts courses are open to Freshmen.

Majors may, with departmental permission, elect a Fine Arts 97-98 program of individual work. Likewise, they may include a limited number of courses in other departments of Amherst College or neighboring institutions as partial fulfillment of the major program.

Honors Program. Candidates for Honors will, with departmental permission, take Fine Arts 77-78 during their Senior year. Fine Arts 77-78 will be counted towards the 10-course requirement for the major.

Note: Those interested in architecture or urban planning as an academic emphasis may wish to consider participating in the program of the Institute for Architecture and Urban Studies in New York City for the Junior year. Exchange credit will be granted for those who successfully complete this program. Those interested may obtain details upon inquiry.

INTRODUCTION TO THE FINE ARTS

Fine Arts 11 and 12 provide the student with an introduction to the study of the Fine Arts through the complementary approaches of history and practice. Either course may be taken independently of the other and may be taken in any sequence.

11s. History of Art. An introduction to works of art as the embodiment of human and cultural values from ancient civilizations to the present. This course will emphasize major historical periods, monuments, artists and themes as well as visual and formal analysis. Three hours per week.

Second semester. Professor Upton.

12f. Practice of Art. An introduction to the formal issues of pictorial and sculptural construction. We will examine the major elements of linear and atmospheric perspective, line, value, color, form, texture, two-dimensional and three-dimensional composition. A weekly lecture, the study of old and new masters' work, and exercises will constitute in-class work; there will be weekly out-of-class assignments. Two two-hour class periods per week. No prior studio experience required nor special talent expected.

First semester. Professor Sweeney.

PRACTICE OF ART

14f. Basic Sculpture. A studio course designed to explore the basic principles of sculpture. Life and portrait modeling preparatory to individual creation. Aesthetic analysis of works of sculpture. Two three-hour class meetings per week.

Limited to twenty students. First semester. Professor Sullivan.

14. Basic Sculpture. Same description as Fine Arts 14f.

Limited to twenty students. Second semester. Professor Sullivan.

15s. Basic Oil Painting. A set of studio projects to explore fundamental techniques in oil painting, with emphasis on figurative composition. Two three-hour meetings per week.

Limited to twenty students. Second semester. Professor Sweeney.

16f. Watercolor Painting. An introduction to basic watercolor techniques. The course aims to develop ability to handle the medium confidently and to encourage exploration of its potential for personal expression. Two two-hour studio sessions per week and six additional hours of painting time.

Requisite: Fine Arts 12f, 12, or a comparable course. Limited to twenty-five students. First semester. Omitted 1983-84. Professor Schmalz.

17. Basic Drawing. A series of exercises to introduce fundamental representational problems in drawing, especially of the human figure, and to develop the student's knowledge and skill in the techniques and uses of drawing. Two three-hour meetings per week.

Limited to twenty students. First semester. Professor Palermo.

17s. Basic Drawing. Same description as Fine Arts 17.

Second semester. Professor Palermo.

20f. Intermediate Drawing. A course appropriate for students with prior experience in basic principles of visual organization, who wish to investigate further aspects of pictorial construction using the figure as a primary measure for class work. The course will specifically involve an anatomical approach to the drawing of the human figure, involving slides, some reading, and out-of-class drawing assignments. Two three-hour meetings per week.

Requisite: Some prior studio course or experience. First semester. Omitted 1983-84. Professor Sweeney.

20. Intermediate Drawing. Same description as Fine Arts 20f.

Limited to twenty students. Second semester. Omitted 1983-84. Professor Sweeney.

21. Three-Dimensional Design. Examination of three-dimensional and structural concepts. Organization of space developed through constructions in a variety of materials. Two three-hour class periods per week.

Limited to twenty students. First semester. Professor Sullivan.

22f. Printmaking. A basic course in intaglio that introduces the student to dry point, engraving, hard and soft ground etching, sugar lift, and rosin aquatint. The chemistry involved in biting a plate, proof printing and redrawing, and the final printing of clean editions will be both discussed and demonstrated. The foundation of the class will center around the use of these techniques in conjunction with sound drawing and design skills to produce multiple images of professional quality and conceptual depth. The course will explore printmaking as a means to an end placing primary emphasis on its aesthetic potential rather than merely on its more mechanical aspects. Students will be encouraged to track their thoughts and working processes by printing their images in various states. This will allow them the opportunity to trace clearly their formal and compositional ideas. Weekly assigned problems will direct the students' energies to address specific ideas about line, volume, texture, pattern, and light and space. Two three-hour class periods per week.

Requisites: Two introductory Studio courses one of which is Basic Drawing or consent of the instructor. Limited to fifteen students. First semester. Professor Palermo.

22. Printmaking. Same description as Fine Arts 22f.

Second semester. Omitted 1983-84. Professor Palermo.

24. Intermediate Sculpture. A continuation of Fine Arts 14f with the addition of lost-wax casting. Two three-hour class periods per week.

Requisite: Fine Arts 21 or 14f, or consent of the instructor. Limited to twenty students. Second semester. Professor Sullivan.

26f. Intermediate Painting. This course offers students knowledgeable in the basic principles and skills of painting and drawing an opportunity to investigate personal directions in painting. Assignments will be collectively as well as individually directed. Discussions of the course work will assume the form of group as well as individual critiques. Six hours in class per week.

Requisite: Fine Arts 12 or 15 or consent of the instructor. Limited to twenty students. First semester. Professor Sweeney.

27s. Intermediate Printmaking. This is an intermediate course in the intaglio medium requiring a more serious involvement with the various techniques covered in introductory printmaking. The complexities derived from the combination of several techniques upon the same plate will be thoroughly explored. In addition, the student will be expected to develop a personal direction in pictorial construction. Two three-hour class periods per week.

Requisite: Printmaking 22f or 22 or consent of the instructor. Limited to fifteen students. Second semester. Professor Palermo.

28. Advanced Drawing. A drawing course which will emphasize compositional issues by working from memory, imagination, other works of art, and life. The students will be encouraged in developing and exploring individual directions in pictorial construction. The course work will consist of slide lectures, individual and group critiques, in class drawing projects, and out of class drawing assignments. Six hours per week.

Requisite: Intermediate Drawing or equivalent. Limited to twenty students. Second semester. Professor Sweeney.

HISTORY OF ART

30f. Greek and Roman Art. A study of the art of ancient Greece and Italy with particular emphasis on figural sculpture and on the development of the classical forms in architecture which led to the Parthenon in Athens and the Pantheon in Rome. Information from recent archaeological excavations will aid in the investigation of the growth and interaction of styles and motifs in Greek, Etruscan and Roman art.

First semester. Omitted 1983-84. Professor Caron.

Rome in the Age of Augustus. See Colloquium 21.

First semester. Professors Basto and Caron.

31. Themes in Early Medieval Art. A discussion of Christian visual expression from the fourth to the ninth centuries, from Constantine to Charlemagne, emphasizing the origins and development of Christian themes in painting, sculpture, and mosaic. Two meetings per week.

First semester. Professor Upton.

32. Romanesque and Gothic Art. A study of the architecture, painting, and sculpture of western Europe, primarily France, from the eleventh through the thirteenth centuries. Particular attention will be given to the design and decoration of the great abbey churches and cathedrals, among them Mont-Saint-Michel, Cluny, Santiago de Compostella, Paris, Chartres, Amiens. Both thematic and formal development will be considered. Three hours of classroom work per week.

Second semester. Omitted 1983-84. Professor Upton.

33. Italian Renaissance Art. An examination of painting, sculpture and architecture in Tuscany, Rome and Venice from 1400 to 1550. This course

will focus on Masaccio, Donatello, Michelangelo, Leonardo da Vinci, Raphael and Titian and their contributions to the "rebirth" of Italian art.
First semester. Professor Caron.

34. Baroque Art. A study of the major figures and movements in seventeenth century Italy, Spain, and France. Focus will be on the work of Annibale Carracci, Caravaggio, Bernini, Velasquez, Rubens, and Poussin.
Second semester. Professor Caron.

35s. Dutch and Flemish Painting. Realism in painting in the Lowlands from the fifteenth to seventeenth centuries, with emphasis on the works of Jan Van Eyck, Roger van der Weyden, Hugo van der Goes, Bosch, Bruegel, Vermeer, and Rembrandt. Two meetings per week.
Second semester. Professor Upton.

36. The Eighteenth Century. Painting, sculpture and architecture in Europe, c. 1700-1825. The course will emphasize the Rococo in France, Germany, and Italy; the National Academies; Neo-Classicism; post-revolutionary art and the shift to "modernism." Time permitting, some aspects of American colonial art will also be considered.
Requisite: Fine Arts 11, 11s, or consent of the instructor. Second semester. Professor Schmalz.

37. The Origins of the Modern Movement. A selective examination of developments in European painting, centering on Romanticism, Realism, and Impressionism. Outside reading and written assignments. Two meetings per week.
Requisite: Fine Arts 11 or 11s, or consent of the instructor. First semester. Omitted 1983-84. Professor Trapp.

38f. Modern Art: The Pioneer Years. Major individuals and movements of the Modern Period will be considered. The emphasis will be upon developments from Post-Impressionism to World War II. Such artists as the Cubists, Fauves, Expressionists and other pathfinders will be studied in detail. Two meetings a week.
Requisite: Fine Arts 11 or 11s, or consent of the instructor. First semester. Professor Trapp.

39s. Modern Art: Art After 1945. The major movements in American and European art after 1945 will be studied. Abstract Expressionism, Pop Art, Minimalism, Assemblage, Happenings and Performance Art, Earthworks and Environmental Sculpture, Video and Recent Realism will be among the topics considered.
Requisite: A previous art history course or consent of instructor. Second semester. Professors Davies and Yard.

42f. Arts of Japan. A general overview of the most important and memorable forms and styles which characterized Japanese architecture, sculpture, ceramics and painting from the pre-Buddhist to the Edo period. Topics to be examined will include Buddhist sculpture, *literati* painting and the Zen-related arts. Some emphasis will be placed on the native Japanese aesthetic and its role in the transformation of foreign models.
First semester. Omitted 1983-84. Professor Morse.

45s. The Arts of India. Traditional arts of Indian Asia from the Indus Valley civilization to approximately the eighteenth century A.D. This survey will focus on Buddhist and Hindu art and architecture including aspects of religious beliefs as they affect the history of art. The impact of Islam on the painting and architecture of Indian civilization will also be explored.
Second semester. Professor Morse.

46f. Survey of Asian Art. A general introduction to major monuments of Indian, Chinese and Japanese architecture, sculpture and painting. The emphasis will be on building a broad historical and cultural framework through a selective survey of Asian religious and secular arts up to the seventeenth to nineteenth centuries. Characteristic forms, styles and iconographic developments ranging from early Buddhist sculpture to Chinese landscape painting and Japanese prints of the "floating world" will be presented.
First semester. Professor Morse.

48. Arts of China. Major forms and styles in the art and architecture of China from the Shang dynasty through the seventeenth century. Bronze civilization and Buddhist art will be the main subject up to the eighth century, followed by an emphasis on Chinese landscape painting and ceramics of the eighth through seventeenth centuries. The impact of changing aesthetic ideals on the history of Chinese painting will be explored.
Second semester. Professor Morse.

SEMINARS

51. Topics in the Fine Arts. These courses, designed for advanced students in small groups, address problems ranging from the methods and purpose of art history, connoisseurship, and criticism to specialized study of composition, color, design and techniques in the practice of art. Since the specific content of courses will vary from year to year, most may be repeated with the permission of the instructor. Two topics will be offered in the fall 1983-84.

1. REMBRANDT. Requisite: Fine Arts 11 or 11s, plus one other course in art history, or consent of the instructor. Limited to fifteen students. Professor Upton.

2. A SEMINAR IN ASIAN ART: JAPANESE TEMPLES. This seminar will trace the evolution of the Buddhist sanctuary and related art from the sixth to the fifteenth centuries.

   Requisite: Fine Arts 11 or 11s, or consent of the instructor. Limited to twelve students. Professor Morse.

51s. Topics in Fine Arts. Same description as Fine Arts 51. Two topics will be offered in the spring 1984.

1. THE CITY OF ROME. This seminar will examine the art, architecture, and development of the city of Rome throughout its rich history. How has the city, once the hub of the powerful Roman Empire, evolved through the centuries to accommodate the institution of Christianity, the artistic glories of the High Renaissance, the madness of Mussolini? Our study will take us from the monuments of Ancient Rome through the catacombs, churches and seven major basilicas of the medieval church to the dynamic eras of the sixteenth and seventeenth centuries, when artists such as Michelangelo and Bernini did much to reshape our experience of the site. We will end with an examination of modern Rome, of the enforced interaction of past and present within one crowded but majestic city. Can we identify a definable sense of something particularly *Roman* which links the art of these diverse periods?

   Requisite: Fine Arts 11 or 11s, or consent of the instructor. Limited to twelve students. Professor Caron.

2. PROBLEMS IN CRITICISM AND CONNOISSEURSHIP. A study of works of art, original as well as in reproduction, intended to sharpen visual perception, establish critical principles and clarify verbal judgments. The course will focus on painting, but particular attention will be given to drawings, prints and photographs. Lectures, discussions and practical exercises will be augmented by field trips to museums, artists and dealers. Two one and one-half hour meetings per week.

   Requisite: Fine Arts 11 or 12, or consent of the instructor. Limited to twelve students. Professor Schmalz.

HONORS AND SPECIAL TOPICS

77, D77, 78, D78. Conference Course. Preparation of a thesis or completion of a studio project which may be submitted to the Department for consideration for Honors. The student shall with the consent of the

Department elect to carry one semester of the conference course as a double course weighted in accordance with the demands of his or her particular project.

Open to Seniors with consent of the Department. First and second semesters. The Department.

97, H97, 98, H98. Special Studies in Fine Arts. Full or half course. First and second semesters. The Department.

RELATED COURSE

Religion and Art in Africa. See Religion 25s. Second semester. Professor Pemberton.

GEOLOGY

Professors Belt, Brophy and Foose; Associate Professor Cheney (Chairman); Visiting Assistant Professor Springer; Dr. M. Coombs.

Major Program. All students majoring in geology must take eight courses in the department. These courses must include Geology 27, 29, 30, 31, 32, 34 and two from the group Geology 11, 14, 22, 23. Specific requirements may be modified with advance approval of the department.

In addition to the above program, each major is encouraged to engage in at least one semester of independent study/research and to write a Senior thesis. The major program should include courses in mathematics and the physical or biological sciences. The appropriate courses will be determined by the students' specific interests, preparation, and abilities within the field of geology and the ancillary sciences. Prospective majors should discuss their interests with the staff as early as possible in order to elect an effective program of study.

Early in the second semester of the Senior year, each major shall take a comprehensive examination, both written and oral. Part I will encompass those subjects considered to form the basic body of knowledge in the science. Part II will include questions that synthesize geologic knowledge. Part III will be an oral examination by the staff.

Students proceeding to graduate school should take the Graduate Record Examination early in their Senior year and should be aware that some graduate schools require reading proficiency in a language (usually French, German, or Russian), and attendance at an accredited summer field camp in geology.

Honors Program. For a degree with Honors, a student must have demonstrated ability to pursue independent work fruitfully and exhibit a strong motivation to engage in research. A thesis subject should be chosen in the Junior year and must be chosen within the first two weeks of the Senior year. Geology 77, D78 involves independent research in the field or the laboratory that must be reported in a dissertation of high quality, due in April of the Senior year.

Unless otherwise specified, all courses are open to any student having requisite experience or consent of the instructor.

11. **Principles of Geology.** Study of the earth and its inhabitants throughout time from the record preserved in the rocks. Review of the processes that denude the earth's land surface (destructional) and those that enlarge the earth's land surfaces (constructional); the origin and distribution of landforms of North America; origin, distribution, and use of natural resources; geologic principles applied to law, engineering, architecture, urban development and industrialization. One all-day field trip. Four hours class and two hours laboratory each week.

First semester. Professor Brophy and Staff.

11s. **Principles of Geology.** Same description as Geology 11.

Second semester. Professor Foose and Staff.

14. **Earth: Evolution of a Planet.** The origin and evolution of earth and its inhabitants as derived from the rock record; the conceptual development of plate tectonic theory; the changing configuration of continents and ocean basins is analyzed using evidence from diverse branches of geology; the past examined as a key to the future. Three lectures and one laboratory per week. Field trips.

Second semester. Professor Springer.

22. **Geology of the Ocean Basins.** Origins of the ocean basins, their depth, shape and configuration; hypotheses of sea-floor spreading and plate tectonics; environments of deposition on the shelf, slope, rise, and abyssal plain; beach and nearshore processes; tides, waves, and currents; dynamics of physical, chemical, and organic changes in the oceans. Three hours class and three hours laboratory, field or seminar each week.

Requisite: Geology 11 or 14. Second semester. Professor Belt.

23. **Geomorphology and Environmental Geology.** The application of geologic principles to environmental problems of water resources, flood control, beach erosion, disposal of solid and liquid pollutants, earthquake prediction, and landslide hazards. Emphasis is on man's influence on natural systems such as surface and ground water, estuaries, and nearshore litoral environments. Term project on local environmental problem. Three hours class and three hours laboratory (or project work) each week.

Requisite: Geology 11 or 14. First semester. Professor Belt.

24. Vertebrate Paleontology. The evolution of vertebrates as shown by study of fossils and the relationship of environment to evolution. Lectures and projects utilize vertebrate fossils in the Pratt Museum. Three hours class and one discussion/laboratory session per week. Offered in alternate years.

Requisite: One course in biology or geology or consent of the instructor. Second semester. Omitted 1983-84. Dr. Coombs.

27. Paleontology. An introduction to the conceptual framework of paleontology. Lectures will consider, among other topics: classification of organisms, mode and tempo of evolution, geographic and temporal distribution of species, and ontogenetic variation. Labs will examine major fossilizable invertebrate groups, emphasizing interrelationship of form and function, and evolutionary significance of similarity. Three hours of lectures and two hours of laboratory. Field trips.

Requisite: Geology 11 or 14 or Biology 12. First semester. Professor Springer.

29. Structural Geology. A descriptive and analytical study of sedimentary, metamorphic, and igneous rock structures, and of the causes of deformation within the context of regional tectonic frameworks. Geologic structures will be studied and mapped in the field in areas of sedimentary, metamorphic, and igneous rocks during the laboratory. Three hours class and five hours laboratory each week.

Requisite: Two courses in geology, one of which may be taken concurrently. First semester. Professor Foose.

30. Mineralogy. The crystallography and crystal chemistry of naturally occurring inorganic compounds (minerals). The identification, origin, distribution and use of minerals. Laboratory work includes mineral synthesis, X-ray diffraction, emission spectroscopy, differential thermal analysis. Three hours lecture, two hours directed laboratory.

Requisite: Geology 11, Chemistry 11, or consent of the instructor. Second semester. Professor Brophy.

31. Silicate and Optical Mineralogy. Part I considers the crystal chemistry of the silicate minerals in the context of their structures, compositional variation and stability relations. Part II considers the theory and practical methodology of optical crystallography as it pertains to common rock-forming minerals. Laboratory work emphasizes the megascopic and microscopic identification of the common rock-forming minerals. Three hours lecture and three hours laboratory per week.

Requisite: Geology 30. First semester. Professor Cheney.

32. Igneous and Metamorphic Petrology. A study of igneous and metamorphic processes and environments. Application of chemical principles and experimental data to igneous and metamorphic rocks is stressed. Identification, analysis, and mapping of rocks in laboratory and field. Three hours class and four hours laboratory per week.

Requisite: Geology 31. Second semester. Professor Cheney.

34. **Sedimentology.** A study of modern sediments and sedimentary environments as used for interpreting depositional environments of sedimentary rocks. Emphasis is placed on basic research reports on transportation and dispersal, deposition and primary structures, post-depositional processes and diagenesis. Tectonic framework of sedimentary basins and sedimentary models. Laboratory concentrates on thin sections of sedimentary rocks and field application of principles. Three hours class and three hours laboratory each week.

Requisite: Geology 11 or 14. Second semester. Professor Belt.

43. **Geochemistry.** The application of chemical principles to geologic processes and equilibria. Emphasis is placed on the application of thermodynamics to geologic problems. This includes consideration of phase and reaction equilibria with regard to the genesis of igneous and metamorphic rocks and hydrothermal ore deposits. In addition, isotope and trace element geochemistry are discussed in the context of applications to geologic problems, which include geochronology and geothermometry. Four hours of class each week.

Requisite: Geology 30. Chemistry 12 strongly recommended. First semester. Professor Cheney.

46. **Economic Geology.** Origin, occurrence, distribution uses, and production of fossil fuels, metallic and nonmetallic ore deposits. Laboratory devoted to studies of important mining districts, examination of raw materials and their geologic relations, and to a solution of geologic problems related to their occurrence. Three hours class and four hours laboratory each week.

Requisite: Geology 29 and 32. Second semester. Professor Brophy and Foose.

77, D77, 78, D78. **Geology Honors.** Independent research on a geologic problem within any area of staff competence. A dissertation of high quality will be required.

Open to Seniors who meet the requirements of the Honors program. First and second semesters. The Staff.

97, H97, 98, H98. **Special Topics.** Independent reading or research. A written report will be required. Full or half courses.

Approval of the Departmental chairman is required. First and second semesters. The Staff.

GERMAN

Professors Scher (Chairman), and White*; Assistant Professor Brandes; Visiting Assistant Professor Schütz.

Major Program. Course requirements for majoring in German consist of German 10 and 11 (or their equivalent), plus six further German courses above the level of German 5.

The objective of the major in German is to develop language skills and to provide acquaintance with the literary and cultural traditions of the German speaking countries: Germany (West and East), Austria and Switzerland. To foster awareness and understanding of a culture different from our own, departmental courses are often interdisciplinary in approach, introducing art and music, historical background, social issues, and other cultural concerns as well as intensive analysis of literary works. While the Department offers effective preparation for graduate study in German language and literature, its primary aim is more broadly humanistic and cross-cultural. The major in German may lead to a variety of careers in international affairs, education, business, and government.

Students who plan to major in German or wish to spend a semester or a year in Germany should take at least one German course per semester during their first two years. Courses in European history and in other languages and literatures are also recommended.

A major in German will take a written or oral comprehensive examination during the second semester of the Senior year. This examination is designed to test the student's knowledge and interpretive skills in German language, literature, and general culture. A departmental reading list will be provided to aid in preparing for this examination.

Honors Program. In addition to the courses required for a *rite* major, candidates for Honors must complete German 77 and 78, and must present a thesis. They are urged to study an ancient or one other modern foreign language.

The aim of Honors work in German is to offer the candidate the opportunity (a) to explore a chosen field or fields through a more extensive program of readings than is possible in course work; (b) to organize material along historical or analytical lines, usually in the form of a thesis or essay; (c) to acquire a general view of the history and development of German literature or language.

Each candidate will present a thesis or essay on an approved topic. The quality of the thesis, together with the result of the comprehensive examination, will determine the level of Honors for which the Department will recommend the candidate.

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*On leave 1983-84.

1. Elementary German, Part I. A structural approach to the study of German, with emphasis on syntax as the key to a thorough mastery of the language, and with attention to the skills of listening, speaking, reading, and writing. Three class meetings per week plus an additional conversation hour in small sections, with individual work in the language laboratory.

First semester. Professor Brandes and Staff.

2. Elementary German, Part II. A continuation of German 1, with increased emphasis on reading of selected texts. Three class meetings per week plus an additional conversation hour in small sections, with individual work in the language laboratory.

Requisite: German 1 or equivalent. Second semester. Professor Brandes and Staff.

5. Intermediate German. Systematic review of grammar, and reading and discussion of selected contemporary texts. Three hours per week for explanation and structured discussion, one hour per week in small sections for additional oral practice with native German assistants. Stress will be placed on acquisition and polishing of verbal and reading skills in the language. Conducted in German.

Requisite: Prior study of elementary German. First semester. Professor Schütz and Staff.

10. Advanced Composition and Conversation. Practice in free composition in German. Exercises in pronunciation and idiomatic conversation, with supplementary practice in the language laboratory. Oral reports on selected topics. Conducted in German. Three hours per week in class, plus two hours in the language laboratory.

Requisite: German 5 or equivalent. Second semester. Professor Scher and Staff.

11. Introduction to German Literature. An introduction to the technique of understanding and interpreting literature, based on close reading and analysis of representative German texts from the lyric, dramatic, and narrative genres. Training in stylistics and in the terminology of literary criticism. Three class meetings per week. Conducted in German.

Requisite: German 5 or equivalent. First semester. Professor Scher.

21. Germany in the Age of Reformation. An examination of literary, political, theological, and artistic events and trends in early sixteenth century Germany. Close study of selected writings of Martin Luther, Ulrich von Hutten, Thomas Müntzer and others, including samples of Luther's translation of the Bible. A survey of Reformation history and the Peasants' Revolt, the impact of Gutenberg's invention on history and culture, and the artistic careers of Dürer, Lucas Cranach Sr., Grünewald, Holbein and others. Conducted in German. Three hours per week.

Requisite: German 11 or equivalent. First semester. Omitted 1983-84.

23. German Culture of the Eighteenth Century. An exploration of writing and the fine arts in eighteenth-century Germany, with emphasis on drama, fiction, essays, and the interaction of socio-political forces, art, music and language. Selected readings in Gottsched, Lessing, Winckelmann, Wieland, Klopstock, the young Goethe, and others. Occasional listening assignments in J.S. Bach, Mozart, and Haydn. Conducted in German. Three hours per week.

Requisite: German 11 or equivalent. First semester. Professor Brandes.

25. German Romanticism. An examination of the changing aesthetic climate in Germany around 1800; the emergence of a new mode of imagination and artistic vision. Close study of selected Romantic poetry and prose against a background of related developments in philosophy, religion, and the arts. Texts by Wackenroder, Tieck, Novalis, Brentano, Eichendorff, Hölderlin, E.T.A. Hoffmann and others. New concepts of irony, wit, myth, and symbol as formulated in the theories of the Schlegels. Romantic painting: Runge, Friedrich, and the Nazarenes. Romantic music and the Lied: Weber, Schubert, Schumann, and Mendelssohn. Conducted in German.

Requisite: German 11 or equivalent. First semester. Omitted 1983-84.

26. Nineteenth-Century Literature. A study of literary works representative of Young Germany, Biedermeier and Poetic Realism. Readings will include prose fiction, poetry and plays and will be chosen from the works of authors such as Büchner, Heine, Keller, C.F. Meyer, Hebbel, and Fontane. Conducted in German. Three hours per week.

Requisite: German 11 or equivalent. Second semester. Professor Schütz.

28. The Artist as Anti-Hero From Goethe to Günter Grass. The course investigates the role of the art and the artist in society through a study of Romantic, Realist, early Modernist and post World War II literary portrayals: the artist as outsider, prophet, madman, criminal, visionary, traitor. Readings will include drama and fiction by Goethe, E.T.A. Hoffmann, Georg Büchner, Thomas Mann, Kafka, and Günter Grass. Occasional listening assignments and movies. Readings and discussions in English, with some texts in the original German for students with command of the language. Three hours per week.

Second semester. Professor Brandes.

34. Postwar German Literature, East and West. An investigation of the major literary developments in German-speaking countries since 1945, viewed within the context of contemporary political and social history. Topics to be discussed, as reflected in the readings, include coming to terms with the Nazi past, problems of affluence, the division of Germany, the threat to civil rights posed by terrorism and the reactions to it and the peace movement. Readings will be chosen in various genres, including experimental texts, from works by authors such as Günter Grass, Heinrich Böll, Peter Handke, Martin Walser, Alexander Kluge and Gabriele Wohmann in the West, and Anna Seghers, Christa Wolf, Günter Kunert, Volker Braun, Ulrich Plenzdorf and Heiner Müller in the East. Conducted in German. Three hours per week.

Requisite: German 11 or equivalent. Second semester. Professor Scher.

35. **Studies in Twentieth-Century German Fiction.** An examination of significant trends in twentieth-century prose fiction within the context of social and political change. Emphasis will be placed on close textual analysis in order to develop understanding of narrative techniques and trace the evolution of new forms of narration. Readings will include a variety of shorter prose works and at least one novel, by such major authors as Thomas Mann, Kafka, Alfred Döblin, Robert Musil, and others.

Requisite: German 11 or equivalent. First semester. Professor Scher.

36f. **German Literature in Translation.** Selected works of German literature in a rapid survey from the medieval period to the present. Readings in the original German may be assigned for those with sufficient command of the language. Three hours per week.

First semester. Omitted 1983-84.

38. **German Drama of the Twentieth Century.** Studies in German drama of the period with emphasis on the Expressionists, Brecht, and post-World War II dramatists. Three hours per week. Conducted in German.

Requisite: German 11 or equivalent. Second semester. Omitted 1983-84.

40. **German Poetry of the Twentieth Century.** Interpretation of German verse of the period, with emphasis on George, Rilke, Hofmannsthal, the Expressionists, and post-World War II poets. Three hours per week. Conducted in German.

Requisite: German 11 or equivalent. Second semester. Omitted 1983-84.

42. **Culture and Politics in the Weimar Republic.** An exploration of literature, drama, music, and painting in Germany during the period 1918-1933, with emphasis on the interaction of art and politics. Readings, listenings, and viewings of works by such figures as Brecht, Thomas and Heinrich Mann, Tucholsky, Schönberg, Berg, Hindemith, Beckmann, Barlach, and Nolde. Readings and discussions in English, with some

assignments in German for students who command the language. Three hours per week.

Second semester. Omitted 1983-84.

44. Contemporary Germany. A study of social, political, and cultural developments in East and West Germany since World War II. Reading and discussion of essays, newspaper and magazine articles and other texts of topical interest will aim to increase familiarity with current linguistic usage as well as to create awareness and understanding of the major concerns and problems of contemporary German society. Conducted in German. Three hours per week.

Requisite: German 10 or equivalent. Second semester. Omitted 1983-84. Professor Scher.

77, 78. Honors Course for Seniors.

First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. The Department.

HISTORY

Professors Bezucha (Chairman), Campbell, Cheyette, Czap, Davis, Greene, Halsted, Hawkins, Levin, Moore, and Petropulos; Associate Professors Dennerline and Gross; Assistant Professors Couvares and Servos; Professor Emeritus Commager, Simpson Lecturer.

The study of History helps us to understand the differences and similarities between our own lives, thoughts, and habits and those of past peoples in the Americas, Europe, Asia, the Middle East and Africa. It allows us to understand ourselves better by comparing ourselves to others. It allows us to understand other people better through seeing them in their own contexts, as well as in comparison to other peoples and to ourselves. And it focuses upon and serves to explain the ways in which peoples throughout the world have experienced change.

History Department offerings introduce students to these ways of looking at and understanding the past, as well as to a variety of both traditional and innovative types and techniques of historical investigation.

The student majoring in History should develop both a knowledge of the past and skill in the historian's craft.

Major Program. The History major program is designed to foster the forms of understanding outlined above. All History majors are required to take at least eight courses. One of these must be History 11, taken preferably during Freshman or Sophomore year, and another must be

History 91, the Senior seminar for all History majors. Honors majors will fulfill these requirements and, in addition, take at least two courses, normally History 77 and 78, towards the completion of their honors essays.

The Department requires two particular courses of all majors, History 11 and History 91, for the purposes of emphasizing essential dimensions of historical theory and practice and of enabling History majors to share a common intellectual experience. History 11, the Introduction to History, is designed to act out some of the ways by which a comparative historical consciousness, sensitive to the realities of change, continuity and variety in human affairs, can illuminate a significant theme or movement in history. History 91, the Senior seminar in History, is designed to provide an opportunity for students with considerable experience in historical study to reflect together on the relationship between historical theory and practice.

Based on our judgment that historical knowledge is knowing what is different and what is similar, the Department has devised the following distribution and requirements in order to ensure the geographical and chronological breadth in a History major program. In making their course selection, students are expected to take courses in at least three of the following five geographically-defined areas: the Americas, Europe, Asia, the Middle East and Africa. Majors are also expected to elect at least one course primarily concerned with pre-nineteenth century history.

Because the Department believes a History major should also be characterized by some principle of coherence, we expect all majors to focus in considerable depth on a primary field of interest: geographical, chronological, comparative and/or topical. The primary fields should be defined by students in close consultation with their Department advisors.

Comprehensive Examination. Students who are candidates for honors, and who have received a grade of B or higher in the Senior seminar will fulfill the Department's comprehensive examination requirement by completion of their theses. Other majors will be expected to have demonstrated before the middle of their last semester a comprehensive knowledge of their primary fields of interest to an evaluating committee of the Faculty. The mode of the evaluation need not be the same for all majors and may be designed individually to test the skills each student has developed.

Honors Program. Students who are candidates for honors will normally take two courses, History 77 and History 78, in addition to the eight courses required of all majors. With the approval of their Departmental advisor, honors candidates may also take either History 77 or History 78 as a double course. In special cases, and with the approval of the entire Department, a student may be permitted to devote more than three courses to his or her honors project.

Unless otherwise specified, all courses are open to Freshmen.

11s. Introduction to History: Revolution and Social Transformation in the Modern World. Historical consciousness is essentially the capacity to discern the forces of change and continuity in human affairs. The introduction to history is designed to demonstrate some of the ways by which a developed historical consciousness can illuminate moments of dramatic upheaval and clarify their relationships to longer-range processes of social continuity and change. The course addresses such questions as: Why do people revolt? Why do established authorities and practices succumb to revolutionary onslaught? What permanent and substantial changes do revolutions produce? Two major perspectives will be emphasized: the comparison of revolutions occurring in different times, places, and cultures; and tracing, among other forms of widespread change, the cumulative development of a "revolutionary tradition" linking revolutionary outbreaks.

The course will focus on three "great" revolutions, which served as paradigms for other revolutionary movements because of their "success" and impact: the French revolution of the late eighteenth century, the Russian revolution of the early twentieth century, and the Chinese revolution of the mid-twentieth century. The course will conclude with a shorter unit on Iran, where a "third-world" revolution is currently taking place, like the "great" revolutions a product both of its own historical and cultural circumstances and of a global process of change. Three meetings per week.

Required of all History majors. Second semester. Professors Dennerline, Halsted, Levin, and Servos.

EUROPE

13. The European Landscape from Rome to the Renaissance. Through the study of changing patterns of land use and settlement patterns, this course will look at some basic problems of European social and economic history. It will also address the interrelated factors of the history of vegetation, climate, and population, and will serve as an introduction to medieval archaeology. Two class meetings per week. To alternate with History 15.

First semester. Professor Cheyette.

15. Medieval and Early Modern Society. An introduction to some major themes of western European history from late antiquity through the seventeenth century. Lectures will cover such topics as demographic patterns, social classes, family life, moral ideals, political and economic organizations. Through a reading of the works of some great historians we will also explore the ways in which Europeans have conceived of this thousand years of historical experience. Two class meetings per week. Alternates with History 13.

First semester. Omitted 1983-84. Professor Cheyette.

16. Modern Europe. An introduction to the history of Europe since the eighteenth century. Topics include: the old regime and the French Revolution; the Industrial Revolution; liberalism and nationalism in the development of modern nation states; imperial expansion; economic depression and totalitarianism in the era of the two world wars; the Cold War and the end of European colonialism. Lectures and discussions. Readings in major historical and biographical writings, and in representative works of social analysis and literature from the period. Three class meetings per week.

Second semester. Professor Halsted.

18f. Europe in the Twentieth Century. A survey of the causes and consequences of Europe's loss of world hegemony in our century. Lectures, readings, and discussions with special attention given to the Great War, the first phase of the Cold War (1917 to 1922), the triumph of National Socialism in Germany, the Holocaust, the end of Europe's empires and the transformation of her society since 1945. Two class meetings per week.

First semester. Professor Bezucha.

19. European Society in the Middle Ages. Through reading and discussing primary documents—chronicles, land conveyances, letters, law books, literary works, and the urban and rural landscapes of Europe—the course will explore the structure of peasant, aristocratic, and ecclesiastical societies between c. 1000 and c. 1250. Topics for discussion will be selected from among the following: the Norman conquest of England and Sicily, Catalan expansion in Languedoc, the Gregorian reform, early Capetian monarchy, spirituality and heresy, economic development. Emphasis will be placed both on the fundamental changes occuring during this seminal period of European history and on the radical differences between the way medieval Europeans imagined their society and the way we imagine our own. Frequent short papers. Two meetings per week.

First semester. Omitted 1983-84. Professor Cheyette.

Colloquium in Medieval Studies: The Twelfth Century in Western Europe. See Colloquium 22.

Second semester. Omitted 1983-84. Professors Cheyette and Chickering.

20. Renaissance Society. Through reading and discussing primary documents such as the Autobiography of Benvenuto Cellini, family diaries, letters, tax records, etc., the first half of the course will explore the ways power and influence were organized in Renaissance Florence, especially through client-patron relationships. In the second half we will apply this model to the developing monarchical institutions of the Church, France, and England in the fourteenth and fifteenth centuries. Frequent short

papers in the first half of the course, one research paper at the end. Two class meetings per week.
Second semester. Professor Cheyette.

Introduction to European Civilization. See European Studies 11s.
Second semester. Omitted 1983-84.

The Renaissance and the Modern World. See European Studies 12.
Second semester. Professor Cheyette.

21s. Modern European Social History. An examination of the lives of men and women—members of the aristocracy, the bourgeoisie, the working classes, and the peasantry—in Europe from the introduction of printed books in 1450, to the invention of motion pictures, the phonograph, and radio around the start of the present century. Special attention is given to gender-roles within social classes, private and public behavior, and the changing relationship between learned and popular culture. Reading and discussion of three kinds of texts: (1) historical attempts to reconstruct the past; (2) contemporary documents in which people speak for themselves; (3) literature. Two class meetings per week.
Second semester. Professor Bezucha.

24f. Modern European Thought. This seminar will deal with the transformation of major themes in European intellectual history since the Enlightenment. It will focus on the development of Enlightenment ideas into nineteenth century positivism and their criticism first from romantic and later from irrationalist viewpoints, into the period between the two world wars. Two books have been selected for special emphasis. John Stuart Mill's *Autobiography* (1873) will introduce us to economic and political liberalism, the origins of socialism, the impact of romanticism, *and the growth of positivism and feminism.* George Sorel's *Reflections on Violence* (1906) will introduce us to the development of Marxism and anarchism, the influence of anti-positivism (especially Nietzschean irrationalism) and the new radicalism of the right and left of the twentieth century. One seminar meeting per week.
First semester. Professor Halsted.

25. Victorians and Edwardians. The people and culture of nineteenth-century England will be studied through recent biographical and historical works and through a wide range of writings from the period itself, including autobiographies, social criticism, novels, and poetry. One seminar meeting per week.
First semester. Omitted 1983-84. Professor Halsted.

28. Seminar on European Popular Culture. The specific focus of the course changes each time it is offered. During the spring semester of 1984, we will study the transformation of attitudes toward nature in Western society since the Renaissance, with special attention given to the role of animals in daily life (e.g., as a source of work and food, in zoos and in nature, as companions) and to their changing representation in elite and popular culture (e.g., as the subjects of science and human imagination, the animal protection and the animal rights movements). The purpose of this enquiry is to construct an historical context for understanding the contemporary world ecological crisis. One class meeting per week.

Open to Sophomores, Juniors, and Seniors with the consent of the instructor. Second semester. Professor Bezucha.

31. Russia. A History of Russia Until Approximately 1880. An examination of the roots of Russian culture in the Kievan and Muscovite periods; the development of social and political institutions in the Imperial period, including serfdom and bureaucratic absolutism. Three class meetings per week.

First semester. Professor Czap.

32. Russia. A History of Late Imperial and Soviet Russia. Russia during the period of industrialization and constitutional monarchy; the revolutions of 1917; the reestablishment of social order and the development of Russian society under the Communist Party into the 1930s. Emphasis throughout on the development and transformation of social and political structures. Three class meetings per week.

Second semester. Professor Czap.

34. Topics in Russian History. The Soviet Union as Multinational State. Resurgent nationalism is one of the critical domestic issues facing Soviet society today. The seminar will consider the Soviet Union as a multinational state and society and examine the circumstances for their cultural and political implications. Consideration will also be given to one or more additional multinational states for comparative purposes. Introductory core reading, individual research projects and discussions. One meeting per week.

Not open to Freshmen. Second semester. Professor Czap.

40. Modern Greece. An examination of modern Greek society from the fifteenth century to the present, with the focus on the imperialist contexts (Ottoman and modern) in which it developed and on the forms of adaptation and resistance to those contexts. Modern Greek attempts to relate effectively to the classical and Byzantine past will be considered as a vital part of this focus. Three class meetings per week.

Second semester. Omitted 1983-84. Professor Petropulos.

ASIA

43. Chinese Civilization: An Historical Perspective. A study of the classical roots of Chinese statecraft, philosophy, religion and literature before the modern era in social and political context. Beginning with the *Shih Ching (Book of Songs),* we will use the classical texts of Confucianism, Taoism, and Buddhism, historical narrative, biography, poetry, the arts and popular traditions as windows into Chinese culture. Modern as well as traditional interpretations will help to establish the affinities and the frustrations that Chinese feel with respect to their classical roots in comparison with modern and Western ways. Three class sessions per week.

First semester. Omitted 1983-84. Professor Dennerline.

44. Class and Culture in Late Imperial China. Between the great medieval economic revolution of the ninth to the twelfth centuries and the political revolutions of the twentieth, Chinese society underwent a slow but thorough transformation. The transformation is reflected in the development of two cultures—the dominant literati one and the broad popular one. This course is a study of the interaction between the two. Using historical narrative and interpretation, philosophical essays, local descriptions, poetry, personal memoirs and fiction, we will follow the interaction from the great rebellions that expelled the Mongols in the fourteenth century, through the experiments with individualism in the sixteenth, the Manchu conquest in the seventeenth, the full development of the marketing system in the eighteenth, and the Western challenge in the nineteenth. Two meetings per week.

Omitted 1983-84 at Amherst College. To be given at Mount Holyoke College as History 230. Second semester. Professor Dennerline.

45. Modern China. A survey of Chinese history from the eighteenth century to the present. Major themes include continuities and discontinuities in political structure, the role of intellectuals, the peculiar dynamics of the Chinese urban-rural relationship, the family and other aspects of Chinese culture through the period of Western imperialist expansion, republican and Communist revolution and socialist reconstruction. Three meetings per week.

First semester. Professor Dennerline.

46. Topics in Modern Chinese History. This year the topic will be Three Who Made a Revolution: Lu Hsun, Mao Tse-tung and Chiang Kai-shek in Modern Chinese History. This course addresses the intellectual and political history of modern China through the lives of three central leaders. Readings will be drawn from their collected works, contemporary sources such as Snow's *Red Star Over China,* and secondary interpretations. Students will design their own research questions and pursue topics on the relationship of leaders to the political movements they led and the society and culture within which they worked. Two class meetings per week.

Second semester. Visiting Professor Lipman (Mount Holyoke College).

47. Japanese History To 1600. An introduction to the distinctive ideas, society, polity, and culture of Japan before contact with the West. Through lectures, readings and discussion, the course will explore critical problems of Japan's early history: (1) Shinto mythology and the origins of Japanese civilizations; (2) the influence of T'ang China and Buddhism on the formation of the early imperial state in the seventh and eighth centuries; (3) the Heian courtly tradition as reflected in the tenth century literary works of women; (4) the rise of a new warrior class (samurai) and their culture of Zen, tea, and the sword; and (5) civil war and unification under the Tokugawa Shogun in the sixteenth and seventeenth centuries. Three class meetings per week.

First semester. Professor Moore.

48. Japan Since 1600. The course examines Japan's emergence in the nineteenth century from more than 200 years of self-imposed isolation, the process of political and economic modernization, and the attempt to find a secure and significant place in the Western-dominated world of the twentieth century. Lectures, readings and discussions will focus on the formation of a modern state, industrialization, Western imperialism and the rise of Pan-Asianism, the great depression and the rise of military government in the 1930s, postwar Japan under U.S. military occupation, and problems of rapid economic growth in recent years. Visual aids, original sources in English, and Japanese guests will help students form a direct impression of modern Japan. Three class meetings per week.

Second semester. Professor Moore.

50f. Topics in Modern Japanese History. The topic of the course in 1983-84 is the Pacific War and its aftermath. The course will explore the origins of the war between Japan and the U.S., significant events of the war leading to the American decision to drop the first atomic bomb on Hiroshima, social and political effects of the bombing on Japan, and the allied occupation of Japan after the war. One meeting per week.

First semester. Professor Moore.

Introduction to Asia. See Asian Studies 11s.

Second semester. Professors Mizenko and Moore and Staff.

MIDDLE EAST

51. The Middle East from 600 to 1300 A.D. An historical examination of Islamic civilization, its origins, its nature, and its development. Special attention will be given to the dynamism and diversity of Islamic civiliza-

tion during this period and to the respective contribution of Arabs, Persians, and Turks to it. Two class meetings per week.
First semester. Professor Petropulos.

52. The Middle East from 1300 to the Present. From the formation of the Ottoman Turkish and the Safavid Persian states to the emergence of a multistate system in the twentieth century, with particular emphasis on the interaction of traditional forms indigenous to the region and external forces from the outside, on intra-regional and inter-ethnic variation, and on the twentieth century quest for self-determination, modernity, and development by Arabs, Jews, Persians, and Turks. Two class meetings per week.
Second semester. Professor Petropulos.

53. The History of Israel. This course will consider aspects of the Jewish experience in modern Europe; the origins and development of Zionism in Europe, America and Palestine before 1939; the Holocaust and the creation of the state of Israel; and the political, social and diplomatic history of Israel since 1948. Offered in alternate years.
First semester. Omitted 1983-84. Professor Levin.

UNITED STATES

American Studies: Civil War and Reconstruction. See American Studies 11.
First semester. The American Studies Department. Students may elect American Studies 11 twice for credit.

55. Culture and Community: The Worlds of Emerson, Dickinson, and Thoreau. This course seeks to bring together social history and literary history by examining major figures of the American Renaissance—Ralph Waldo Emerson, Henry David Thoreau, and Emily Dickinson—in the context of the communities in which they lived and wrote: Concord and Amherst, Massachusetts, in the nineteenth century. We will begin with intensive readings of literary texts, addressing New England Transcendentalism not only as a religious and philosophical perspective but also as a critical response to a world undergoing radical social change. The course will then move out to consider the biographies of the writer and to explore the ways their lives intertwine with important themes in the history of their communities. Among the subjects to be examined are the social structure of country towns, the character of family life and women's roles, education and the transmission of culture, and politics and anti-slavery. The reading for the course will consist largely of primary sources—literary works, autobiographies and memoirs, diaries, tax and census records, school reports, and newspapers—and in the process of examining them students will gain experience in methods of social history, as well as discussing the substantive ideas and issues of the course. One class meeting per week.

Enrollment limited to twenty students. Not open to Freshmen. First semester. Professor Gross.

56. **Twentieth-Century America.** The course broadly traces United States social, political, and intellectual history from 1919 to the present, with emphasis on tensions between traditional American Liberalism and trends toward centralization and collectivization. Among topics considered: the Red Scare, Herbert Hoover's associationalism, New Deal and Fair Deal, the debates over relativism and pluralism, McCarthyism, the civil rights movement, Black Power, the New Left, the domestic experience of war, Watergate, the energy crisis, and Reaganomics. Three meetings per week, lectures and discussions.

Second semester. Professor Hawkins.

57. **Seminar in Southern History.** Selected topics with emphasis on forces that have affected Southern particularism.

First semester. Omitted 1983-84. Professor Hawkins.

59. **Nineteenth-Century America: The Emergence of a Modern Society.** A survey of American social history from 1790 to 1850. The transformation of America from a largely rural and localistic society based on authority and tradition into an expansive, competitive one, propelled by individual initiative and technological change. The major themes are progress—its costs and benefits—and the emergence of rational attitudes toward life. Topics include: the "demographic transition" and the adoption of birth control; the takeoff to economic growth and the beginnings of industrialization; the democratization of American politics; urbanization and the appearance of the Victorian family. The problem of slavery and the persistence of white racism are treated as tests of modern rationality. Two class meetings per week.

First semester. Professor Couvares.

60. **Nineteenth-Century America: The Response to Industrialism.** A survey of social history from 1850 to 1900. On the eve of the Civil War the United States was just embarking on its career as a modern industrial state. By the turn of the century, industrial society had matured; the large organization—the national corporation, the university, the professional organization, the political machine—dominated the social landscape. This course traces the elaboration of industrial society, with emphasis on the economic development, social tensions, and ideological confusions it produces. Topics include: urbanization, immigration, and ethnic politics; working class culture and labor unrest; the conquest of the West; domes-

ticity and women's roles; race relations; and the political and economic crises of the 1890s. Two class meetings per week.

Second semester. Professor Couvares.

61s. American Diplomatic History I. A study of the domestic and the international determinants of America's role in world politics from the Revolution to America's emergence as a world power in the early twentieth century. Among the topics to be considered are ideology and foreign policy in the early Republic; the origins and evolution of the Monroe Doctrine; American expansion on this continent and across the Pacific; the American Civil War; America and late nineteenth-century imperialism; and Theodore Roosevelt and world politics. Offered in alternate years.

Second semester. Omitted 1983-84. Professor Levin.

62f. American Diplomatic History II. A study of the domestic and the international determinants of America's role in world politics from the First World War to the Korean War. Among the topics to be considered are War, Revolution and Wilsonian diplomacy; Wilson's efforts to create a liberal world order at the Paris Peace Conference of 1919; the League of Nations controversy in American politics; the question of American isolationism in the 1920s; the response of New Deal diplomacy to the Depression, the rise of fascism and the breakdown of the Versailles world order; isolationism, internationalism and American entry into the Second World War; the origins of the Cold War; and the creation of the containment doctrine and its globalization amid the domestic and the international pressures caused by the Chinese Revolution and the Korean War. Offered in alternate years.

First semester. Professor Levin.

63. American Intellectual History: Colloquium on the American Character. Is the concept of a national character historically or philosophically valid or useful? Are there distinctive American "traits" or "taken-for-granteds" and, if so, are these the product, inheritance, environment, mores or historical experience? This colloquium will explore the idea of an American character in the eras of the Enlightenment, romanticism, pragmatism and the technological revolution, and in its political, diplomatic, cultural, educational, religious, military, and economic manifestations as well as in terms of sections, classes, ethnic elements, etc. Basic reading is Max Lerner's *America as a Civilization*, supplemented by readings in Crevecoeur, Cooper, Tocqueville, Henry Adams, Santayana, Brogan, Kinsey, Margaret Mead, etc. One two-hour meeting per week.

Open to Juniors and Seniors with consent of the instructor. Limited to twenty students. First semester. Professor Commager.

64. American Diplomatic History III. A study of the domestic and the international determinants of America's role in world politics from the Korean War to the present. Among the topics to be considered are Eisenhower, Dulles and the Soviet-American strategic and diplomatic rivalry in an era of decolonization; Vietnam, Latin America, nuclear diplomacy and great power interaction at the height of America's liberal globalism under Kennedy and Johnson; the response of Nixon and Kissinger to the Vietnam War, conflict in the Middle East and Africa, the Chinese-Soviet-American triangular relationship, the nuclear balance and changes in the world political economy; and the response to the lessons of Vietnam in the diplomacy of Ford, Carter, and Reagan. Offered in alternate years.

Second semester. Professor Levin.

66f. Seminar in American Educational History. The development of ideas and institutions since the late nineteenth century, with an emphasis on higher education. One two-hour meeting per week.

Limited to fifteen students. First semester. Omitted 1983-84. Professor Hawkins.

67. Seminar in Recent American History. Students will pursue in depth topics in social, political, economic, and intellectual history and lead seminars which they have helped plan. In addition, the group will pursue a core of common readings. The writing for the course consists of a major research paper, including preliminary prospectuses and drafts.

Admission with consent of the instructor. First semester. Omitted 1983-84. Professor Hawkins.

68f. Seminar in American Intellectual History: The Bill of Rights. This seminar will explore the concept of rights in society and the role of the courts in defending and preserving those rights. The seminar will deal with controversies over the meaning of freedom of speech, press, religion, due process of law, equal protection of the laws, the nature of equality, the relations of civil and military; newly emerging problems of capital punishment, privacy, reverse discrimination and the problem of judicial review in a democracy. Materials will be drawn chiefly from legal cases. One two-hour seminar per week.

Open to Freshmen and Sophomores with consent of the instructor. Limited to twenty students. First semester. Professor Commager.

AFRICA, CARIBBEAN, LATIN AMERICA

71. African History to 1880. A general history of Africa from the Egyptian, Axumite, Nubian and Nile Valley Kingdoms to the nineteenth century. Attention will be given in the lectures to migrational patterns and the emergence of states and imperial systems; the rise of monarchies in the Sudan forest areas and in central Africa; where relevant, consideration will be given to relations between African states and the development of institutions. Especial attention will be paid to North Africa. Two class meetings per week.

Requisite: Previous course work in the Department of History or consent of the instructor. First semester. Professor Davis.

72. Topics in Modern African History: Modernism in Twentieth-Century Africa. This course will deal with the impact of exploration, missionary activity in South Africa, European penetration and imperial systems, the Congress of Berlin and the African reaction. Special emphasis upon Ethiopia, Angola, and the Congo. Much of the reading is from scholarly journals. An essay will be required. Two class meetings per week.

Second semester. Professor Davis.

73. Caribbean History. This course will see the Caribbean as an area of European expansionism, identifying systems such as the *encomienda*, the *Repartimiento* and the institutional complex of the plantation slave economy, its eventual abolition and the transition of the society from slavery through colonialism to independence. It will deal with post-emancipation labor dynamics, metropolitan control, race, color, class and caste in the society, the growth of trade unions and their interrelationships with political parties, the movement towards Federation, its failure, and the independence trend making for fragmentation. Attention will be paid to the new linkages being forged in the area. The approach at times will be island specific (French, Spanish, English, Danish, Dutch), or thematic. Two class meetings per week.

First semester. Professor Campbell.

74. Topics on the Caribbean and Latin America. Each year the course will focus on a single topic to be studied in depth. When the topic changes, the course may again be taken for credit, with the consent of the instructor. However, students should register for it the second time as Special Topics 98. The topic for spring 1984 will be Caribbean Society and Culture through Literature. The primary concern of the course will be to search for the more common themes and preoccupations found in the literature of the Caribbean. With writings from the major language groups (English, Spanish and French), we will pay special attention to topics such as identity, social change, miscegenation, and the "history" in some of the historical novels. Some of the authors to be dealt with will include, Edgar Mittelholzer, John Hearne, Vic Reid, V.S. Naipaul, Alejo Carpentier and others. Two class meetings per week.

Second semester. Professor Campbell.

COMPARATIVE HISTORY, THE HISTORY OF SCIENCE, AND SPECIAL TOPICS

77, D77, 78, D78. Independent Research. Culminating in one or more pieces of historical writing which may be submitted to the Department for a degree with Honors. Normally to be taken as a single course but, with permission of the Department, as a double course as well.

Open to Juniors and Seniors. First and second semesters. The Department.

81. The Origins of Modern Science, 1500-1750. A survey treating the emergence of science as an important component of western culture. After a brief introduction to the legacy of antiquity and medieval times, the class will examine the conceptual and social changes underlying the beginning of modern astronomy, mechanics, optics, anatomy, and physiology. Attention will be given to major figures (Copernicus, Vesalius, Kepler, Bacon, Galileo, Harvey, Descartes, and Newton) and to the social and intellectual milieus in which they worked. Three class meetings per week.

First semester. Professor Servos.

82f. Science and Society in Modern America. A survey of the social, political, and institutional development of science in America from the Civil War to the present. Emphasis will be on explaining how the United States moved from the periphery to the center of international scientific life. Topics will include: the professionalization of science; roles of scientists in industry, education, and government; ideologies of basic research; and the response of American scientists to the two world wars, the Depression, and the Cold War. Two class meetings per week.

First semester. Professor Servos.

83s. Topics in the History of Science, Technology, and Medicine. The focus changes from year to year. In 1983-84, it will be science and its social context. The seminar will review the growing literature on how social factors may affect the growth and character of scientific knowledge. Topics will include: Puritanism and the rise of modern science, Marxist interpretations of scientific change, national styles in scientific thought, and the influence of political ideology on science. One class meeting per week.

Requisite: One course in science or consent of the instructor. Not open to Freshmen. Limited to twenty students. Second semester. Professor Servos.

88f. Resistance Movements During and After World War II. A comparative study of total war, social revolution, and international politics with particular attention to the impact of organized resistance and its diversity

of outcome on the contemporary world. The selection of movements for special focus will vary from year to year. Two class meetings per week.
First semester. Omitted 1983-84. Professor Petropulos.

91. Senior Seminar for History Majors. The purpose of the Senior seminar for majors is to address history as a scholarly discipline, a profession, and a part of the liberal arts curriculum. Although the seminar topic changes every two years, the course method remains the same: theoretical, historiographical, and comparative. The course this year will examine the impact that recent scholarship on the history of women has had on the received ideas of what constitutes American and European "history," as it is written and as it is taught. Members of the seminar will read secondary works, use primary sources, and have the opportunity to meet a number of scholars currently active in women's history. Enrollment is limited to Senior History majors for whom it is required. One class meeting per week, plus scheduled guest lectures.
First semester. Professor Bezucha.

97, H97, 98, H98. Special Topics. Independent Reading. Full or half course.
First and second semesters.

RELATED COURSES

African Elements in Brazil, Latin America, and the Caribbean. See Black Studies 50.
Second semester. Professor Davis.

Comparative Slave Systems. See Black Studies 63.
First semester. Professor Campbell.

Greek Civilization. See Classics 23.
First semester. Professor Griffiths.

Roman Civilization. See Classics 24.
Second semester. Professor Marshall.

Greek History. See Classics 32.
Second semester. Omitted 1983-84. Professor Hague.

History of Rome. See Classics 33.
First semester. Omitted 1983-84. Professor Basto.

Rome in the Age of Augustus. See Colloquium 21.
First semester. Professors Basto and Caron.

The Industrialization of Europe. See Economics 27.
Requisite: Economics 11. First semester. Professor Aitken.

American Economic History. See Economics 28.
Requisite: Economics 11. Second semester. Professor Aitken.

The History of Economic Ideas. See Economics 29.
Requisite: Economics 11. First semester. Omitted 1983-84. Professor Aitken.

Problems in Economic History. See Economics 32.
Requisite: Economics 27 or 28 and consent of the instructor. Limited to fifteen students. Second semester. Professor Aitken.

Phenomena in Scientific Inquiry: An Historical Approach. See Physics 10.
Second semester. Omitted 1983-84. Professor Zajonc.

American Religious History I. See Religion 33.
First semester. Professor Wills.

American Religious History II. See Religion 34.
Second semester. Omitted 1983-84. Professor Wills.

LATIN AMERICAN STUDIES

Amherst students interested in majoring in Latin American Studies have the following two options: (1) they can construct a major within the Spanish section of the Romance Language Department which fulfills the requirements for the Spanish major established in this catalogue but which emphasizes the Latin American area; (2) they can, in conjunction with an advisor and with the approval of the College Committee on Special Programs, design their own Latin American Studies major, taking advantage of the varied Five-College offerings in the field. (See the publication *Latin American Studies*, compiled under the auspices of the Five College Office.)

Those students interested in the first option should consult with appropriate members of the Romance Languages Department, while those interested in the second are advised of the following faculty at the College who are available for counselling in Latin American Studies: Professor Parker of the English Department, Professors Campbell and Davis of the History Department, Professor Basu of the Political Science Department and Professors Benítez-Rojo, Johnson, Maraniss and Sommer of the Romance Languages Department.

Students choosing either of these two major programs, as well as students with majors in fields other than Latin American Studies, are eligible, subject to Amherst Faculty approval, to participate in the Certificate Program in Latin American Studies offered at the University of Massachusetts. This is not a major program and is viewed as supplementary to work done in the major.

Individual courses related to the Latin American area which are offered at the College include: History 73 and 74; Spanish 17, 34, 37, 41, 42 and 45; Political Science 24 and 60; Black Studies 50, 63 and 66, and Economics 36.

LEGAL STUDIES

Professors Arkes, Dizard‡, Greene, Gross, Hawkins, Kateb, Kearns‡, Machala* and Sarat.

There is no major in Legal Studies. Courses related to Legal Studies are offered in the departments of Philosophy, Political Science, History, Sociology, and Economics. For information, consult Professor Sarat.

Ethical Theories. See Philosophy 34.
Second semester. Professor to be named.

Philosophy of Law. See Philosophy 42.
Second semester. Omitted 1983-84. Professor Kearns.

American Government. See Political Science 21.
First semester. Professor Sarat.

Law, Politics and Society. See Political Science 22.
Second semester. Professor Sarat.

Political Obligations. See Political Science 23.
First semester. Professor Arkes.

Political Theory from Hobbes to Marx. See Political Science 28.
Second semester. Professor Kateb.

Lawyers and the Legal Profession. See Political Science 34.
Second semester. Professor Sarat.

*On leave 1983-84.
‡On leave second semester 1983-84.

International Law. See Political Science 38.
Second semester. Omitted 1983-84. Professor Machala.

The American Constitution I. The Structure of Rights. See Political Science 41.
First semester. Professor Arkes.

Political Theory from Plato to Machiavelli. See Political Science 49.
First semester. Professor Kateb.

The Courts, the Constitution and the Limits of Law. See Political Science 50.
Second semester. Omitted 1983-84. Professor Sarat.

Twentieth-Century America. See History 56.
Second semester. Professor Hawkins.

Nineteenth-Century America: The Emergence of a Modern Society. See History 59.
First semester. Professor Couvares.

Nineteenth-Century America: The Response to Industrialism. See History 60.
Second semester. Professor Couvares.

American Intellectual History: Colloquium on the American Character. See History 63.
Open to Juniors and Seniors with consent of the instructor. Limited to twenty students. First semester. Professor Commager.

Seminar in American Intellectual History: The Bill of Rights. See History 68f.
Open to Freshmen and Sophomores with consent of the instructor. Limited to twenty students. First semester. Professor Commager.

Contemporary Conservatism in America: The Rise and Future Prospects of the New Right. See Sociology 27.
First semester. Omitted 1983-84. Professor Himmelstein.

Economics and Property Rights. See Economics 20.
Second semester. Omitted 1983-84. Professor Janis.

The Regulated American Economy. See Economics 25s.
Second semester. Omitted 1983-84. Professor Janis.

LINGUISTICS

Amherst College offers a yearly course in Linguistics through the English Department, and occasional courses through the departments of Anthropology and Psychology. Hampshire College offers courses in Language Theory, Applied Linguistics, and Sociolinguistics. Mount Holyoke College has a course in Communication Theory. The University of Massachusetts offers courses on both the undergraduate and graduate level in Speech and Language Theory, Phonetics, General Linguistics, Phonological Theory, and Syntax. Students interested in exploring this area or combining these offerings in an interdisciplinary major are advised to consult Professor Andrew Parker, English Department, Amherst College.

LUCE SEMINARS

9. Buddhism and Christianity: The Ethics of Transformation. A comparative study of Buddhist and Christian ethics with emphasis on their concepts of the "superogatory" or "saintly" life—the life of religious perfection that aspires to surpass the requirements of ordinary moral duty, beginning with inner conversion, and striving for contemplation and transformative realization through ascetic and meditative practices. The course will begin with an examination of the foundational precepts of Buddhist and Christian monastic institutions. It will then turn to a detailed study of the central paths of transformative practice as articulated in key texts. Such are the *Vinayasutra*, the *Guide to the Bodhisattva Way of Life*, and Tsong Khapa's *Stages of the Path to Enlightenment*, and the writings of the Dalai Lamas, for the Buddhists, and the teachings of the Desert Fathers, as reflected in John Cassian's *Institutes*, the *Rule* of St. Benedict, the *Mind's Itinerary to God* of St. Bonaventure, the *Interior Castle* of St. Teresa of Avila, and the writings of Thomas Merton. Finally, through specific case studies from Tibetan and medieval European history, an attempt will be made to compare and assess the impact of monastic training in east and west on ethics and culture in society at large.

First semester. Professors Tara-Rinpoche, Thurman, and Wijnhoven.

10. Human Rights: Religion, Morality and Foreign Policy. This course is intended to serve as an introduction to the problems of morality in foreign policy, particularly as these are shaped by the past and present influence of the world's major religious traditions. It will examine the content and background of the idea of human rights, including some of the philosophical, cultural and religious disputes surrounding the term. Particular attention will be given to the question of how much the major religious traditions (e.g., Judaism, Christianity, Islam, Hinduism and Buddhism) converge with or contradict one another (and modern secular thought) with regard to human rights issues. In addition, it will consider the content of "internationally recognized" human rights documents and the circumstances out of which they emerged. Considerable attention will also be given to recent debates over U.S. human rights policies in respect to selected countries in Latin America, Southeast Asia, and the Middle East. The course will take up and assess the explanations and justifications of such policies put forward in recent administrations along with the reactions to those policies by religious and other observers outside the government.

Second semester. Professors Little and Wills.

MATHEMATICS

Professors Armacost, Bailey (Chairman), Denton, Mauldon and Starr; Associate Professor Cox; Assistant Professors Parker (Computer Science) and Velleman; Visiting Professor Tuttle, Simpson Lecturer.

Major Program. The basic minimum course requirements for a major are Mathematics 11, 12, 21, 22, 25, 26, Physics 13, 14 or an alternate approved by the Department, and at least three more courses in Mathematics. Physics 18 may be substituted for the Physics 13-14 combination. Students with a strong background in Mathematics may be excused from certain courses such as Mathematics 11. It is recommended that such students take the Advanced Placement Examination in Mathematics.

For *rite* majors, a comprehensive examination will be given near the beginning of the second semester of their Senior year. A document describing the comprehensive examination in detail can be obtained from the Department Secretary.

A student considering a major in Mathematics should consult with a member of the Department as early as possible, preferably during the Freshman year. This will facilitate the arrangement of a program best suited to the student's ability and interest, whether it be in Mathematics, secondary school teaching, or a non-mathematical career. If possible, the student should complete two courses during the Freshman year and should have completed all required courses by the end of the Junior year.

For a student considering graduate study in Mathematics, an Honors program and a reading knowledge of two foreign languages (usually German, French or Russian) are extremely desirable. Such a student is advised to take the Graduate Record Examination early in the Senior year.

Honors Program. For a degree with Honors, the following courses are required: Mathematics 41 and either Mathematics 42 or Mathematics 44.

Students are admitted to the Honors program on the basis of a qualifying examination given at the beginning of the second semester of their Junior year. Before the end of the Junior year, an individual thesis topic will be selected by an Honors candidate in conference with a member of the Department. After an intensive study of this topic, the candidate will write a report in the form of a thesis which should be original in its presentation of the material, if not in content. All students majoring in Mathematics are expected to attend the Mathematics Colloquium during their Junior and Senior years, and Honors candidates will report to the colloquium on their thesis work during the Senior year.

5. **Calculus with Algebra.** Mathematics 5 and 6 are designed for students whose background and algebraic skills are inadequate for the fast pace of Mathematics 11. In addition to covering the usual material of beginning calculus, these courses will have an extensive review of algebra and trigonometry. There will be a special emphasis on solving word problems.

Mathematics 5 starts with a quick review of algebraic manipulations, inequalities, absolute values and straight lines. Then the basic ideas of calculus—limits, derivatives, and integrals—are introduced, but only in the context of polynomial and rational functions. As various applications are studied, the algebraic techniques involved will be reviewed in more detail. When covering related rates and maximum-minimum problems, time will be spent learning how to approach, analyze and solve word problems. Four class hours per week. Note: While Mathematics 5 and 6 are sufficient for any course with a Mathematics 11 requisite, Mathematics 5 alone is not.

First semester. Professor Cox.

6. **Calculus with Elementary Functions.** Mathematics 6 is a continuation of Mathematics 5. Trigonometric, logarithmic and exponential functions will be studied from the point of view of both algebra and calculus. The applications encountered in Mathematics 5 will reappear in problems involving these new functions. The basic ideas and theorems of calculus will be reviewed in detail, with more attention being paid to rigor. Finally, first order separable differential equations will be studied. Four class hours per week.

Second semester. Professor Cox.

9. **Elementary Data Analysis with Statistics and Computing.** A non-calculus approach to the collection and study of data. A combination of elementary statistical methods, common sense, and the computer will be used to encourage a critical attitude toward conclusions based on data. Introduction to the basic methods of statistics; to SPSS, the computer-implemented statistical package for the social sciences; and to the computer itself. Although the computer will be used, there will be no need for

or study of programming itself. This course is especially intended for students who expect to major in the humanities or the social sciences. Three hours of class and two hours of laboratory per week.

Requisite: Knowledge of high school algebra. No prior college-level mathematics courses are required and no prior experience with computers is needed. This course may not be counted toward a major in mathematics. Mathematics 17 and Economics 15 may not be taken for credit if this course is taken. First semester. Professor Starr.

10. Finite Mathematics. A course intended primarily for non-mathematics majors. Emphasis will be placed on topics having applications in the social sciences. Elementary discrete probability theory (counting techniques, independent trails, expected values), elementary matrix algebra with applications to Markov chains, decision theory, simulation, linear programming, and assorted topics in operations research. Four class hours per week.

Second semester. Professor Bailey.

11. Introduction to the Calculus. Basic concepts of limits, derivatives, anti-derivatives; applications; the definite integral, simple applications; circular functions and their inverses; logarithms and exponential functions. Four class hours per week. (Note: Students with a weak background in high school mathematics have often experienced difficulty with Mathematics 11; for this reason, such students are advised to enroll in Mathematics 11s, in the spring. The longer semester in Mathematics 11s permits a more thorough treatment of the same material as in Mathematics 11.)

First semester. The Department.

11s. Introduction to the Calculus. Same description as Mathematics 11.

Second semester. The Department.

12. Intermediate Calculus. A continuation of Mathematics 11. Applications of integration to volume, arc length and related problems; methods of integration; conic sections and general second degree equations in two variables; hyperbolic functions; polar coordinates; parametric equations and vectors; infinite series, power series and the Taylor development; L'Hôpital's rule. Four class hours per week.

Requisite: A grade of C or better in Mathematics 11 or consent of the Department. Second semester. The Department.

12f. Intermediate Calculus. Same description as Mathematics 12.

First semester. The Department.

14. Introduction to Combinatorics. A study of the important methods and theorems of an area of mathematics that has undergone a renaissance in recent decades: combinatorial mathematics. Counting methods, graphs, generating functions, recurrence relations, and the principle of inclusion and exclusion. Applications among discrete probability, operations research (network flow scheduling), coding theory, experimental designs, the theory of computer algorithms, and recreational mathematics. This course not only serves as an introduction to mathematical thought but it is also recommended background for advanced courses in computer science. Four class hours per week.

Requisite: Strong background in high school algebra. Second semester. Professor Starr.

15. The Design and Analysis of Computer Algorithms. A selection of topics from computer science including: readings on the development of computers, architecture of modern computers, introduction to structured programming, elementary data structures, sorting and searching techniques, and the analysis of complexity of computation. While this course should not be regarded as an introduction to computer programming, no previous experience with computers will be required. Four class hours per week.

First semester. Professors Bailey and Parker.

15s. The Design and Analysis of Computer Algorithms. Same description as Mathematics 15.

Second semester. Professor Parker.

16f. Introduction to Computer Systems. The course will provide an introduction to computer systems, stressing how computers work. We will study the architecture of modern computers, from the design of logic circuits to the issues involved in the design of operating systems. Stops in between include the design and interpretation of machine instruction sets, the interactions between processor and memory, and the design of assemblers. The course will be taught on Apple microcomputers. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 15 or consent of the instructor. First semester. Professor Parker.

17. Introduction to Probability and Statistics. Elementary probability, including statements of the law of large numbers and the central limit theorem; distribution functions of frequent occurrence in statistics, such as the Normal, Poisson, Chi square and Student's t, and their use in hypothesis testing and estimation; roles of the law of large numbers and the central limit theorem in hypothesis testing and estimation (including errors of Type I and Type II); a brief introduction to analysis of variance and non-parametric methods. Four class hours per week.

Requisite: Mathematics 11 or the equivalent. Except with special permission of the departments concerned, this course and Economics 15 may not both be taken for credit. First semester. Professor Denton.

17s. Introduction to Probability and Statistics. Same description as Mathematics 17.

Second semester. Omitted 1983-84. Professor Denton.

18. Topics in Geometry. Axiomatic systems. Completeness and consistency. Axioms of incidence and extension. The foundations of Euclidean and non-Euclidean geometry. Their relevance to the real world. Other applications of geometry. Three class hours per week. Offered in alternate years.

Requisite: Mathematics 12. Second semester. Professor Mauldon.

20. Data Structures. This course examines the structural relationships we may impose on data. Two examples of structuring are a phone list (names organized lexicographically) and a family tree (names organized hierarchically). The family tree shows relationships between people, and allows us to decide some questions (who are the heirs of Abraham?) that are insoluble with the information in a telephone directory. The notions of data structures have applications in algebraic formula manipulations, discrete system simulations, and many other fields, as well as applications to computer science. The course will cover the basic data structures, how they are implemented on digital computers, and the algorithms that use them. Topics include Stacks, Queues, Linked Lists, Trees and Graphs. Students will write a number of programs covering the material. The course will not teach programming. Three class hours per week.

Requisite: Mathematics 15 or consent of the instructor. Second semester. Professor Parker.

21. Multivariable Calculus. Introduction to partial derivatives; multiple integrals in two and three dimensions; line integrals in the plane; Green's theorem; the Taylor development and extrema of functions of several variables; implicit function theorems; Jacobians. Four class hours per week.

Requisite: A grade of C or better in Mathematics 12 or the consent of the instructor. First semester. Professors Cox and Mauldon.

21s. Multivariable Calculus. Same description as Mathematics 21.

Second semester. Professor Velleman.

22. Advanced Calculus. Completeness of the real numbers; topology of n-space including the Bolzano-Weierstrass and Heine-Borel theorems; sequences, properties of functions continuous on sets; infinite series, uniform convergence; surface integrals; divergence theorem; Stokes' theorem. Four class hours per week.

Requisite: Mathematics 21. Second semester. Professor Cox.

25. Linear Algebra. The study of vector spaces over the real and complex numbers, introducing the concepts of subspace, linear independence and basis; systems of linear equations; linear transformations and their representation by matrices; determinants; eigenvalues and eigenvectors. The course may also cover inner product spaces, dual spaces, the Cayley-Hamilton Theorem, and an introduction to canonical forms. Four class hours per week.

Requisite: Mathematics 12. First semester. Professor Bailey.

26. Groups, Rings and Fields. A brief consideration of properties of sets, mappings, and the system of integers, followed by an introduction to the theory of groups and rings including the principal theorems on homomorphisms and the related quotient structures; integral domains, fields, polynomial rings. Four class hours per week.

Requisite: Mathematics 25. Second semester. Professor Armacost.

27. Topics in Algebra. The study of fields, leading up to the fundamental theorems of Galois theory. Criterion for the solvability of equations by radicals. Then a careful study of linear transformations of a finite dimensional vector space, including canonical forms and spectral theorems. The remainder of the course will vary in content from year to year. Possible topics include: fields of characteristic $p > 0$; classical theorems of Frobenious and Wedderburn; structure theorems for semi-simple rings; homological algebra; commutative algebra; rings of integers in algebraic number fields; group representations; lattices and Boolean algebras. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 26. First semester. Omitted 1983-84. Professor Cox.

28. Differential Equations. The solution, application and theory of differential equations. After a study of elementary methods of solution, systems of differential equations, and the existence, uniqueness and stability of solutions, attention will be given to topics among the following: numerical methods, partial differential equations, and eigenfunction expansions. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 21. Second semester. Professor Tuttle.

30. Numerical Analysis. Practical computer methods for treating numerical problems, considered in conjunction with relevant theoretical matters and practical applications. Topics chosen from: approximation and evaluation of functions, derivatives, and integrals; numerical solution of systems of linear and nonlinear equations, eigenvalue problems, and differential equations; convergence, stability, efficiency, and error analysis of approximation methods; numerical optimization. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 12. Second semester. Omitted 1983-84.

32. Differential Geometry. The study of curves and surfaces in three-dimensional space. Tangent lines, tangent planes, normals, arc length and surface area are reviewed, and then the Gauss map and the Gaussian curvature of a surface are introduced. A key result is that the Gaussian curvature is an intrinsic invariant, meaning that it can be computed without ever leaving the surface—it depends only on what is called the first fundamental form. Then come geodesics, which are special curves on a surface that generalize straight lines in the plane and great circles on a sphere. The course will culminate in the Gauss-Bonnet theorem, which relates the integral of the Gaussian curvature to certain global invariants of the surface. Numerous applications will be given. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 21. Second semester. Omitted 1983-84.

33. Theory of Numbers. An introduction to the theory of rational integers; divisibility, the unique factorization theorem; congruences, quadratic residues. Selections from the following topics: Diophantine equations; Waring's problem; asymptotic prime number estimates; continued fractions; algebraic integers; unique factorization domains. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 12. First semester. Professor Armacost.

36. Statistics. Intermediate probability; forms and sketches of proofs of the law of large numbers and the central limit theorem; Neyman-Pearson theory of hypothesis testing and estimation; properties of some parametric and non-parametric tests of wide applicability; introduction to decision theory. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 17. Second semester. Professor Denton.

41. Functions of a Complex Variable. An introduction to analytic functions; complex numbers, derivatives, conformal mappings, integrals. Cauchy's theorems; power series, singularities, Laurent series, analytic continuation; Riemann surfaces; special functions. Four class hours per week.

Requisite: Mathematics 21. First semester. Professor Tuttle.

42. Functions of a Real Variable. An introduction to Lebesgue measure and integration; topology of the real numbers, inner and outer measures and measurable sets; the approximation of continuous and measurable functions; the Lebesgue integral and associated convergence theorems; the Fundamental Theorem of Calculus. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 22. Second semester. Professor Bailey.

44. Topology. An introduction to general topology; the topology of Euclidean, metric and abstract spaces, with emphasis on such notions as continuous mappings, compactness, connectedness, completeness, separable spaces, separation axioms, and metrizable spaces. Additional topics may be selected to illustrate applications of topology in analysis or to introduce the student briefly to algebraic topology. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 22. Second semester. Omitted 1983-84.

77, 78. Honors Course.

Open to Seniors with the consent of the Department. First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. The Department.

MUSIC

Professors McInnes (Chairman) and Spratlan, Associate Professor Reck†, Visiting Associate Professor Kelly, Assistant Professor Grayson, Visiting Assistant Professor Graybill.

Major Program. It is the intention of the Music Department that those completing the major have a thorough grounding in the traditional scholarly aspects of the discipline: music theory, analysis, and music history. It is also highly recommended that majors be alert to other modes of experiencing and thinking about music, for example, through the study of composition, music outside the classical Western tradition, and, where possible, performance.

A command of music theory is essential, for it provides a necessary understanding of the materials and structure of Western music. Similarly, the study of music history investigates the nature of tradition and style and provides a sense of social, intellectual, and artistic context. Courses in the above areas represent the required core of the music major program. Among electives, music composition acquaints the student with the decisions, emotional involvement, and projection of musical self entailed in the creative process; world music introduces the student to a wealth of great folk and classical traditions whose materials and aesthetic may be different from our own; and performance—for those with adequate training and experience—is culminative and is concerned with the emotionally charged transformation of idea into sound.

Eight semester courses in music—six required, two elective—are needed to complete the *rite* major (except in the case of those students concentrating in performance, who must complete the equivalent of nine courses, including at least four half-courses in instrumental or vocal instruction:

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†On leave first semester 1983-84.

cf. *Performance Guidelines* below). The following courses are required: Music 31, 32, 33, 34; and Music 21 and 22.

(In special cases a student may request exemption by examination from a required course. This request should be taken up with one's advisor.)

A student may concentrate in music theory, music history, composition, ethnomusicology, or performance; this ordinarily entails electing a number of courses in one's field of concentration beyond those required.

The Department of Music urges all prospective majors to see the Chairman early on so that a satisfactory sequence of courses may be arranged. We urge, as well, that students acquaint themselves with the wide variety of music courses available through five-college interchange. (For example, courses in African-American Music are offered at the University of Massachusetts and Hampshire College; in electronic music at the University of Massachusetts, Hampshire College, and Smith College; etc.)

Above all, the Department is committed to helping the student put together a program that is most suited to his or her interests and aspirations. Thus, regular contact with one's advisor is essential.

Comprehensive Examination. The comprehensive examination is in three parts: (1) a written music theory examination; (2) an aural examination in which musical examples are discussed in their stylistic and historical context; and (3) an oral presentation demonstrating analytic and historical skills. This examination, in whole or in part, may be taken in the Junior and/or Senior year.

Honors Program. In the Senior year a student may elect to do honors work. This may result in a critical, historical, theoretical, or ethnomusicological thesis; a major composition project; or a full recital. The thesis course, Music 77-78, should be elected in the Senior year. A student interested in honors work should consult with his or her advisor during the Junior year.

All Senior Honors projects must be submitted to the full Department faculty for approval in advance of registration for honors work. In most cases, this means that students must submit their proposals in the second semester of their Junior year in advance of preregistration.

INTRODUCTION TO MUSIC AND MUSIC LITERATURE I

11. Introduction to Music. A comprehensive introduction to the theoretical basis of Western music. Topics to be discussed will include intervals, scales, keys, melody, rhythm, harmony, texture, and form. Three class meetings and one ear training section per week.

Requisite: Ability to read music, and either performing experience, extensive listening experience, or Music 15 or Music 15s. First semester. Professor Grayson.

11s. Introduction to Music. Same description as Music 11.
Second semester. Professor Spratlan.

15. Listening. This course pursues the development of listening skills, principally as regards the tradition of Western classical music. Emphasis is placed on the development of an aural sense of historical, stylistic, and idiomatic contexts. An introduction to musical notation is included as a regular part of the course. No musical background whatsoever is required or assumed. Two class meetings and one listening section per week. *Students who have taken any other music course at Amherst College may not elect Music 15 or 15s.*
First semester. Professor McInnes.

15s. Listening. Same description as Music 15.
Second semester. Professor Grayson.

16. Masterpieces. A continuation of Music 15. A detailed study of several masterworks from the orchestral, operatic, choral and solo literature. Special emphasis will be given to the diverse ways in which the elements of music may be combined. Two class meetings a week.
Requisite: Music 15. Second semester. Professor McInnes.

17. Music and the Virtuoso. A study of the development of instrumental and vocal virtuosity and its effect on music from the Baroque to the present. Among the topics to be considered will be: the relationship of the virtuoso to the composer; the effect of virtuosity on musical style and musical form; the development of the solo concerto; and the relationship of the virtuoso to the musical public. Two class meetings per week. Offered in alternate years.
Requisite: Music 15 or 15s or ability to read music. First semester. Omitted 1983-84.

18. Choral Music. A survey of the stylistic development of choral music in the historical context from the Renaissance to the present, including detailed analyses of major compositions of several composers. Two class meetings per week. Offered in alternate years.
Requisite: Music 15 or 15s or consent of the instructor. Second semester. Omitted 1983-84. Professor McInnes.

21. History of Western Music I. A study of music written during the Medieval, Renaissance, and Baroque periods of music history. The emphasis is on the stylistic characteristics of these periods and of individual composers, as observed in the close study of the shape and effectiveness of specific pieces. Relationships among music, the visual arts, and historical events will be included.

Requisite: Music 11 or 11s, 31, or consent of the instructor. First semester. Professor Kelly.

22. History of Western Music II. A study of works from the classical period through the twentieth century. The approach will be similar to that described above for Music 21. Three class meetings per week.

Requisite: Music 11 or 11s, 31, or consent of the instructor. Second semester. Professor Grayson.

MUSIC IN WORLD CULTURE

23s. Music of the Whole Earth. A survey and exploration of the richness and variety of ways of looking at, organizing, and making sound into what is called music in different parts of the world. The course covers tribal, folk, and classical music systems of Oceania/Polynesia, the Far East, Asia, Europe, the Middle East, Africa, and the Americas. There will be comparative studies of world concepts of melody, harmony, polyphony, timbre, form, ensembles, and the techniques and styles of playing and making instruments. Two class meetings plus one lab section per week.

Second semester. Professor Reck.

24. Seminar in World Music: Music in China, Korea, and Japan. An interdisciplinary study of the music of East Asia concentrating on the high classical traditions of China, Korea, and Japan. Readings in anthropology, art, religion, philosophy, poetry, and history will place musical expression within its context as one apple on the human cultural tree. Among the genres to be explored are the musical theater (Kabuki, Noh, Peking Opera), solo traditions (Ch'in, Koto, Shakuhachi), and ensembles and orchestras (A-ak, Gagaku). Concerts, films, guest lectures. Two class meetings per week.

Second semester. Omitted 1983-84. Professor Reck.

26. Topics in European Musical Culture. The topic for spring 1984 will be: Classicism and the Rise of Romanticism, 1750-1825. Musical thought of the time and its relationship to contemporary art, literature, and politics. Frequent guest lectures. Two class meetings per week.

Requisite: Music 15. Second semester. Professor Spratlan.

27. Musical Culture in the United States. A study of American music from the colonial period to the present: the development of popular and folk idioms, contributions of various ethnic minorities, the contemporary scene; with special emphasis on the fusion of European and African elements (in blues, jazz, rock, soul, and pop), and the country music of the Appalachians. Two class meetings per week.

First semester. Omitted 1983-84. Professor Reck.

PERFORMANCE

29, H29, 30, H30. Performance. The general guidelines regulating performance instruction under either plan outlined below are as follows. Students interested in taking a performance course should be apprised of the requisite.

Requisite: An instrumental or vocal proficiency of at least intermediate level and Music 11. Any student wishing to study Performance for credit must have completed Music 11, be enrolled in it during the present academic year, or have demonstrated equivalent knowledge in a placement examination. Open to Freshmen with the consent of both the Amherst Music Department and the instructor. *Music 29, H29, 30, and H30 may only be taken by Amherst College students.* This course may be repeated. First and second semesters.

1. Consult the chairman of the Amherst Music Department who will assist in arranging for teachers and auditions.
2. One hour of private instruction and nine hours of practice a week are expected.
3. Unless otherwise arranged with the Department, all performance courses will be elected as a half course.
4. Two half courses in performance may be counted as the equivalent of one full course for fulfilling degree requirements. Study for less than two consecutive semesters will not be counted toward satisfying degree requirements.
5. A student electing a performance course may carry four and a half courses each semester, or four and a half courses the first and three and a half courses the second semester.
6. Only with special permission of the Department may students elect more than one performance course in a semester.

PLAN I. Under a cooperative arrangement with Smith College, performance courses are offered in keyboard, string and wind instruments and in voice. Instruction will be given by members of the Music Department of Smith College. Course listings, requisites and instructors can be found in the Smith course bulletin. Under Plan I, a separate Five College Interchange Course Application is completed by the student for each semester course in performance, listing his instrument and the appropriate Smith course number. These application blanks are available at both the Registrar's and Music Department's offices.

PLAN II. Amherst College Music H29, H30. Under this plan students consult the chairman of the Amherst Music Department who will assist the students in making arrangements for private instruction with teachers approved by the Department. Registration should be under the course listing: Amherst College Music H29 or H30; students should insure that they are also listed with the Music Department Office.

Note: An extra fee is charged to cover a portion of the expense for this special type of instruction. For 1983-84 the fee charged the student for each semester course will be $250.

Those students who are receiving financial aid will be given additional scholarship grants in the full amount of these fees. Other students may apply to the financial aid office for short term loans if necessary to enable them to pay their fees on schedule, or may apply for a partial Friends of Music Scholarship through the Music Department Office.

MUSIC THEORY

31. Tonal Harmony and Counterpoint I. Basic principles of harmonic and contrapuntal technique. Emphasis will be on the acquisition of writing skills. Three class meetings plus two ear training sections. This course is the first of the required music theory sequence for majors.

Requisite: Ability to read music, and either performing experience, extensive listening experience, or Music 15 or 15s. First semester. Professor Graybill.

32. Tonal Harmony and Counterpoint II. A continuation of Music 31. Three class meetings and two ear training sections per week.

Requisite: Music 31 or consent of the instructor. Second semester. Professor Graybill.

33. Advanced Harmony and Analysis I. A continuation of Music 32. Modulation and simple chromatic harmony; analysis of short works from the eighteenth and nineteenth centuries. Three class meetings and two ear training sections per week.

Requisite: Music 32 or consent of the instructor. First semester. Professor Graybill.

34. Advanced Harmony and Analysis II. A continuation of Music 33. Chromatic harmony; introduction to twentieth-century techniques; analysis of larger works from the eighteenth and nineteenth centuries. Two class meetings and one ear training section per week.

Requisite: Music 33 or consent of the instructor. Second semester. Professor Graybill.

MUSIC LITERATURE II

40. The Music Drama of the Middle Ages. A musical, literary, dramatic, and practical study of the church drama of the Middle Ages, from the early sepulchre plays of the tenth century to the fully-developed *Play of*

Daniel in the fourteenth. We shall study a variety of plays, criticize modern editions, make editions of our own, and attempt performance of one or more dramas. Reading knowledge of Latin and/or Music would be helpful but is not required. Three hours per week.

Second semester. Omitted 1983-84. Professor Kelly.

42. Bach. A consideration of Bach's monumental artistic achievements, with attention to the artistic and personal crises of childhood, youth, middle age, and old age. Two class meetings per week. Offered in alternate years.

Requisite: Music 11 or 11s, 31, or consent of the instructor. Second semester. Professor Kelly.

44. Beethoven. A study of the piano, chamber, orchestral and choral music. Two class meetings a week. Offered in alternate years.

Requisite: Music 11 or 11s, 31, or consent of the instructor. Second semester. Omitted 1983-84. Professor Grayson.

45. Opera. A survey of the stylistic development of the musical drama from 1600 to the present, with concentrated investigation of representative works by Mozart, Verdi, and Wagner. Two class meetings per week. Offered in alternate years.

Requisite: Music 11 or 11s, 31, or consent of the instructor. First semester. Professor Grayson.

53s. Orchestral Music. This course will examine symphonies, programmatic music, and concerti from the Baroque to the twentieth century by such composers as Bach, Vivaldi, Haydn, Mozart, Beethoven, Berlioz, Mendelssohn, Brahms, Tschaikovsky, Debussy, Stravinsky, and Bartok. Two class meetings per week. Offered in alternate years.

Requisite: Music 11 or 11s, 31, or consent of the instructor. Second semester. Omitted 1983-84.

COMPOSITION

69. Composition. A hands-on introduction to and exploration of the craft of musical composition beginning (at the elementary level) with the creation of brief melodies, harmonic sketches, and rhythmic structures and progressing to simple inventions, songs, and two- and three-part forms. Included in the course will be a study of twentieth century techniques, demonstrations on instruments, and development of each individual's creativity. Two class meetings per week.

Requisite: Ability to read music. Knowledge of traditional music theory is not required. First semester. Professor Spratlan.

70. Composition. A study of music composition on the intermediate level, emphasizing development of advanced skills and exploration of larger forms such as the theme and variations, rondo, fantasy, and sonata-allegro.

Requisite: Music 69, prior experience in composition, or consent of the instructor. Second semester. Professor Reck.

71. Composition Seminar. Composition according to the needs and experience of the individual student. One class meeting a week and private conferences. This course may be repeated.

Requisite: Music 70 or the equivalent, and consent of the instructor. First semester. Professor Spratlan.

72. Composition Seminar. A continuation of Music 71. This course may be repeated.

Requisite: Music 71, or the equivalent, and consent of the instructor. Second semester. Omitted 1983-84. Professor Spratlan.

HONORS AND SPECIAL TOPICS

77, D77, 78, D78. Conference Course. Advanced work for Honors candidates in music history and criticism, music theory, ethnomusicology, composition, or performance. A thesis, a major composition project or a full-length recital will be required. No student shall elect more than one semester as a double course. A double course or a full course.

First and second semesters.

97, H97, 98, H98. Special Topics. Independent Reading Course Full or half course.

First and second semesters.

RELATED COURSES

Introduction to African-American Music. See Black Studies 22.

Second semester. Professor to be named.

NEUROSCIENCE

Advisory Committee: Professor Dempesy*, Associate Professors George (Chairman) and Sorenson, Assistant Professor Raskin.

A student may receive the A.B. degree from Amherst with an interdepartmental major in Neuroscience. This program is designed for those students who wish either to have the breadth of experience this program provides or to prepare for graduate study. The major is organized around course offerings of the various science departments whose disciplines are fundamental to work in Neuroscience.

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*On leave 1983-84.

Major Program. Each student, in consultation with a member of the Advisory Committee, will construct a program that will include a basic grounding in biology, chemistry, physics, and psychology, as well as advanced work in some or all of these disciplines.

The major is organized into background, core, and elective courses.

1. The program will begin with the following *background* courses: Mathematics 11; Physics 13 and 14, or Physics 18; Chemistry 11, 12, and 21; Biology 12 (for members of the Class of 1984 and subsequent classes); and Biology 21 or 29.

2. All majors will take three *core* Neuroscience courses: Psychology 26f, Biology 30 and Biology 35.

3. Each student will select three additional *elective* courses in consultation with his or her advisor. Particularly appropriate courses are Biology 48, Chemistry 43 and 44, Math 17, Physics 15, Psychology 22, 24, and 38. Other courses are included in a detailed list available from any member of the Advisory Committee.

The large number of courses required for the major makes it necessary for a prospective Neuroscience major to begin the program early (with Chemistry 11 and Mathematics 11 in the first semester of the Freshman year). A student considering a Neuroscience major should also consult early in his or her academic career with a member of the Advisory Committee. All Junior and Senior majors will attend the Neuroscience Seminar in which topics of current interest are discussed.

Honors Program. Candidates for the degree with Honors should elect Neuroscience 77 and D78 in addition to the above program. An Honors candidate may choose to do Senior Honors work with any faculty member from the various science departments who is willing to direct relevant thesis work.

The comprehensive examination will be administered by members of the Advisory Committee.

77, D78. Neuroscience Honors. The work consists of a seminar dealing with problems of current interest in Neuroscience and the preparation of a thesis based upon an individual investigation under the direction of a Faculty member.

Full course first semester. Double course second semester. The Committee.

97, H97, 98, H98. Special Topics. Independent Reading. Full or half course.

First and second semesters.

PHILOSOPHY

Professors Epstein, Kearns‡ and Kennick (Chairman); Assistant Professor de Vries.

Major Program. Philosophy 13 or its equivalent; Philosophy 17 and 18; Philosophy 34; Philosophy 32 or 35; at least three other courses in Philosophy within a program approved by the Department and including no more than two course credits for Honors work; and a comprehensive examination. Majors are invited to organize and participate in the activities of the Philosophy Club.

Honors Program. Candidates for Honors in Philosophy will complete the Major Program and the Senior Honors sequence, Philosophy 77 and 78. The Honors sequence will be devoted to a special Honors project culminating in a thesis or comparable body of writing. Students will be admitted to Philosophy 77 only upon application to the Department. The Department will interview applicants to determine their qualifications for admission to the Honors Program. Normally, Honors students will have completed six courses in Philosophy before beginning the thesis. At the beginning of the second semester of the Senior year, students who seek admission to Philosophy 78 will be asked to meet with the Department to review their progress and to determine whether the Honors project can be completed no later than May 1. Students who have completed Philosophy 77 but who either are not permitted or choose not to enroll in Philosophy 78 will be assigned a grade for the work completed in Philosophy 77. In cases of especially difficult but promising work, a student may petition the Department for a double Honors course in the second semester. Students continuing in the Honors sequence will receive a single grade for the sequence upon completion of Philosophy 78.

Comprehensive Examination. Normally, majors will take their comprehensive examination early in the first semester of their Senior year. The examination will consist of questions distributed to the student two weeks before the due date. The student may choose to do a wholly oral examination, a wholly written examination, or a partly oral and partly written examination. An oral explication of any part of an examination that is written will be required. The format of the examination is subject to change but only after consultation with the students who would be affected by the change.

11. Introduction to Philosophy. Training in philosophical reasoning. Classical and contemporary authors, chosen to exemplify basic problems of philosophy, will be discussed.

Each section limited to fifty students. First semester. Professor de Vries.

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‡On leave second semester 1983-84.

11s. Introduction to Philosophy. Same description as Philosophy 11.

Each Section limited to fifty students. Second semester. Professors Epstein and de Vries.

13. Introduction to Logic. The analysis of and the relations between propositions. The categorical, hypothetical, alternative and disjunctive syllogisms. The elements of sentential and quantificational logic, their formalization and the concepts of consistency, completeness and decidability. Three class hours per week.

First semester. Professor Epstein.

17. Ancient and Medieval Philosophy. A survey of European philosophy from 600 B.C. to A.D. 1400, with emphasis on Plato, Aristotle, the Stoics, Epicureans, and Skeptics, Plotinus, Augustine, Anselm, Abelard, and Aquinas. Reading and discussion of selected works of the period. Three class hours per week.

Limited to seventy-five students, preference to Amherst College students. First semester. Professor Kennick.

18. Early Modern Philosophy. A survey of European philosophy from 1400 to 1800, with emphasis on Bacon, Hobbes, Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant. Reading and discussion of selected works of the period. Three class hours per week.

Limited to seventy-five students, preference to Amherst College students. Second semester. Professor Kennick.

19. Nineteenth and Twentieth Century Philosophy. A survey of the major philosophical themes and schools in the nineteenth and twentieth centuries through selected writings of major figures.

Requisite: One course in philosophy or consent of the instructor. First semester. Professor de Vries.

23. Moral Problems. An examination of selected moral problems (e.g., abortion, disarmament, preferential treatment, terrorism), discussion of the distinction between moral and non-moral matters, and an introduction to several types of ethical theories.

First semester. Professor Kearns.

31s. Aesthetics. A critical examination of selected theories of the nature of art, expression, creativity, artistic truth, aesthetic experience, interpretation and criticism. Special emphasis is placed on the thought of modern philosophers and critics. Three class hours per week.

Requisite: Consent of the instructor. (Suggested: two Philosophy courses passed with at least a C.) Not open to Freshmen. Second semester. Professor Kennick.

32. Metaphysics. The course examines either a metaphysical problem (e.g., existence criteria, Space and Time, Reductionism), a major thinker (e.g., Leibniz, Plato, Russell) or a metaphysical thesis (Idealism, Scientific Realism).

Requisite: Two courses in Philosophy. Second semester. Omitted 1983-84. Professor de Vries.

34. Ethical Theories. An examination of selected issues and theories in moral philosophy.

Requisite: One course in Philosophy. Second semester. Professor to be announced.

35s. Epistemology. A treatment of some of the problems concerning the nature and acquisition of knowledge.

Requisite: Consent of the instructor. (Suggested: two Philosophy courses passed with at least a C.) Not open to Freshmen. Second semester. Professor de Vries.

37. Introduction to Philosophy of Science. An introductory consideration of two issues. (1) Is there just one type of explanation operative throughout the social, biological and physical sciences, or does each area of inquiry have its own distinctive form, or forms, of explanation? (2) The view that a scientific theory consists of an abstract formal system, a model, and a set of correspondence rules connecting the formal system to observation. The results of these considerations will be brought to bear on two topics: (i) geometry and space, (ii) the eliminability of theoretical terms and statements in favor of the purely observational. Readings will include material from the works of Clifford, Hempel, Kuhn, Nagel, Poincaré, and Reichenbach.

Requisite: Satisfactory completion of one course in Philosophy, or of a year in a Science, or consent of the instructor. First semester. Professor Epstein.

40. Bio-Medical Ethics. An examination of selected ethical issues raised by recent developments in the biological sciences and by the practice of medicine (e.g., cloning, genetic engineering, behavior modification, the allocation of scarce medical resources, euthanasia, experimentation on humans).

Not open to Freshmen. Second semester. Omitted 1983-84. Professor Kearns.

42. Philosophy of Law. An examination of selected theories of law and selected issues in the philosophy of law (e.g., legal rights and moral rights, authority, due process, legal reasoning, punishment).

Not open to Freshmen. Second semester. Omitted 1983-84. Professor Kearns.

61. Seminar in Philosophy: Wittgenstein. The topic changes from year to year. This year the topic will be: The Philosophy of Ludwig Wittgenstein. After some preliminary work in Frege and Russell the course will be devoted to an examination of Wittgenstein's major works: *Tractatus Logico-Philosophicus* and *Philosophical Investigations,* with excursions into such other works as *Philosophical Remarks, The Blue and Brown Books, Zettel,* and *On Certainty.*

Requisite: Consent of the instructor. (Suggested: Philosophy 13, Philosophy 17, and Philosophy 18; or the equivalent.) Limited to twenty students. First semester. Professor Kennick.

62. Seminar in Philosophy: Pragmatism. The topic changes from year to year. In 1983-84 the topic will be Pragmatism. According to James, Pragmatism is the ". . . attitude of looking away from first things, principles, 'categories,' supposed necessities; and of looking towards last things, fruit, consequences, facts." This Pragmatic temper finds expression in distinctively anti-rationalistic and anti-absolutistic views of truth, of ideas, of meaning, of value and of reality. We shall engage these matters in reading from the works of Peirce, James, Dewey, Lewis, Quine and others.

Requisite: Satisfactory completion of a year in a science or consent of the instructor. Second semester. Professor Epstein.

77. Honors Course. Required of candidates for Honors in Philosophy. The writing of an original essay on a topic chosen by the student and approved by the Department.

Open to Seniors with consent of the Department. First semester. The Department.

78. Honors Course. Required of candidates for Honors in Philosophy. A continuation of Philosophy 77. In special cases, subject to approval of the Department, a double course.

Open to Seniors with consent of the Department. The Department.

97, 98. Special Topics. Independent Reading Course. Reading in an area selected by the student and approved in advance by a member of the Department.

Requisite: Consent of the instructor. First and second semesters.

PHYSICAL EDUCATION

Professors Dunbar, Gooding (Chairman), Mehr, Ostendarp, Serues and Thurston; Associate Professor Williams; Assistant Professors Daly‡, Hixon, Morgan and Zawacki.

The courses in Physical Education are available to all Amherst College students and members of the College community. *All courses are elective and* although there is no academic credit offered, there is *transcript notation* given for successful completion of a course.

Courses are offered on a quarter basis, two courses per semester, and one course during the January interterm. Classes are offered on the same time schedule as all academic courses. Students are encouraged to enroll in courses that interest them and may obtain more information from the Department of Physical Education and Athletics.

In an attempt to meet the need and interests of the individual student, the program is offered in two parts:

1. **Physical Education Courses.** In these courses, the basic skills, rules and strategy of the activity are taught and practiced. This program emphasizes individual activities which have a carry over value for lifelong recreational pursuits.
2. **Recreational Program.**
   - (a) **Organized Recreational Classes,** in which team sports are organized, played, taught and supervised by Physical Education Department personnel, and
   - (b) **Free Recreational Scheduling,** where the Department schedules, maintains and supervises facilities and activities for members of the College community, i.e., recreational golf, skating, squash, swimming and tennis.

A detailed brochure concerning the Department's program is available from the Department of Physical Education. Details concerning the College's physical education and athletic programs also appear in the Student Handbook.

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‡On leave second semester 1983-84.

PHYSICS

Professors Benson, Dempesy*, Gordon*, Romer and Towne (Chairman); Assistant Professors Hunter, Jagannathan and Zajonc; Visiting Assistant Professor Sackett.

Introductory Courses in Physics. The Physics Department offers two calculus-based introductory courses in Physics. Physics 13-14 is a two-semester sequence designed for students who have not had a rigorous high school course in Physics or who prefer a less intense examination of the fundamental laws of Physics than will be available in Physics 18. Physics 18 is designed for students with a strong mathematical aptitude and a good background in the natural sciences. Entering Freshmen, as well as other students, are encouraged to consult with the chairman of the Physics Department concerning the Physics courses best suited to their needs.

The Department also offers a course intended primarily for non-science majors: Physics 8, a course which treats the conceptual revolutions of Relativity and Quantum Mechanics. No previous experience is necessary for this course; the level of mathematics is high-school algebra.

Major Program. Any student considering a major in Physics should seek the advice of a member of the Department as early as possible in order to work out a program best suited to the student's interest and ability, whether a career is being considered in physics, engineering, secondary-school science teaching, one of the inter-science fields such as geophysics, biophysics, or neuroscience, or a field such as law or business. Mathematics 11 should be taken during the first semester of the Freshman year by anyone contemplating an Honors major, and in any event no later than the second semester. Prospective Physics majors should plan to take Physics 26 at the earliest convenient time. It should be noted that, at the discretion of the instructor, stated prerequisites may be waived if warranted by individual circumstances.

The minimum course requirements for a major in Physics are as follows: Mathematics 11, 12, 21; Physics 13, 14, 15, 23, 26, 27, 36 and 38. Physics 18 may be substituted for Physics 13 and 14.

In addition, all Physics majors are expected to attend the Physics Seminar during their Junior year and participate actively in it in their Senior year. Senior majors must pass a comprehensive examination.

Honors Program. The course requirements for a major with Honors are the courses listed above, plus Physics 77 and 78. (For students intending to make a career in Physics, Physics 73 or 75 and at least one additional mathematics course are recommended.) At the end of the first semester of the Senior year, the student's progress on the Honors problem will determine the advisability of continuation in the Honors program.

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*On leave 1983-84.

The aim of Honors work in Physics is to provide an opportunity for the student to develop under faculty direction both interest in scientific investigation and skill in experimental or theoretical techniques. The primary fields of experimental research in progress in the Department are low temperature physics, ferroelectricity and ferromagnetism, nuclear magnetic resonance, optics and atomic physics, lazers and non-linear optics, environmental studies, mass spectrometry, oceanography, chemical physics and electrophysiology. In addition, however, experimental equipment is available for work in some phases of x-rays, electronics, and atomic and nuclear physics. The student is given the opportunity to review the literature in the field chosen, to design, construct, and assemble the experimental equipment, to perform experiments, and finally, to prepare a thesis, which is due in May. During the spring, the student will also present this work in the Physics Seminar, and at the end of the second semester will take an oral examination devoted primarily to the student's thesis and to questions suggested by performance on the comprehensive examination.

The departmental recommendation for the various degrees of Honors will be based on the student's record, the Honors work, and the comprehensive and oral examinations.

8. **The Rise of Twentieth-Century Physics.** The main ideas of pre-twentieth century classical physics are treated quickly to set the background for appreciating the new physics. The special theory of relativity and the new notions of space, time and inertia are treated next. The developments in the understanding of the structure of matter and the profound changes brought about by Heisenberg's Uncertainty Principle and the concepts of Quantum Mechanics form the major content of the course. Algebra and trigonometry will be used in the course. This course is for non-science majors. Three hours per week.

Second semester. Professor Jagannathan.

9. **Energy.** Primarily for non-science majors, this course deals with energy both as a central theme in physics and as a continuing world and national problem. The course emphasizes both the logical structure of physics (especially topics important to the idea of energy) and a quantitative understanding of the world's energy problem. Beginning with observations of familiar phenomena, we trace the development of the law of conservation of energy (the first law of thermodynamics), the second law of thermodynamics (which sets constraints on possible energy conversions), and the fundamentals of electricity, magnetism, light, and thermal radiation. In parallel with this development, we discuss the application of physical laws to transportation, home heating, etc., and learn the art of

calculating approximate values of interesting quantities from readily available knowledge, when authoritative data are unavailable or suspect. We consider the implications of exponential growth, the amounts of energy used for various purposes, the amounts available from fossil fuels, hydropower, etc. Time permitting, we discuss atomic and nuclear physics, and the three sources of energy that might provide truly long-range solutions to the energy problem: solar energy, nuclear fusion, and nuclear fission. No prior college science or mathematics courses are required. Three class hours per week.

Limited enrollment. First semester. Omitted 1983-84. Professor Romer.

10. Phenomena in Scientific Inquiry: An Historical Approach. Through a study of the phenomena which have acted as the focus for scientific inquiry, we will follow the major conceptual transformations in our understanding and view of nature from ancient Greece through modern times. In particular we will study selected topics from the history of the physical sciences such as: ancient Greek astronomy and atomism, and their philosophical traditions, the loss of Greek science from the Latin west and the impact of its rediscovery on the founders of modern science in medieval Europe, the significance of Renaissance natural magic for the development of experimental science, the Copernican revolution, Newtonian mechanization and its Romantic adversaries, the electrical discoveries of the eighteenth century and finally the maturation of modern science. Whenever possible the phenomena in question will be demonstrated and then placed in their appropriate historical and intellectual milieu. This course is designed for students with either a humanities or science background.

Second semester. Omitted 1983-84. Professor Zajonc.

13. Introductory Physics: Part I. The fundamental laws of Newtonian mechanics are applied to a variety of simple motions with special emphasis being given to gravitation, simple harmonic motion, and rigid-body rotation. The conservation laws (linear momentum, mechanical energy, and angular momentum) are introduced in various contexts and are shown to serve as unifying physical principles. Emphasis is placed on the role of mathematics, including the calculus, as a powerful tool in the understanding of natural phenomena. The course includes an introduction to computer programming and to the use of the computer in modern science. Three hours of lecture and discussion and one three-hour laboratory per week. (Note: The subject matter of Physics 13-14 is in many respects similar to that of Physics 18; students with good preparation in physics should consider the possibility of taking the latter course rather than Physics 13-14. Consultation with the Department is advisable.)

Requisite: Mathematics 11 or equivalent. First semester. Professors Jagannathan and Sackett.

13s. Introductory Physics: Part I. Same description as Physics 13.

Requisite: Mathematics 11 or equivalent. Second semester. Professors Hunter and Sackett.

14. Introductory Physics: Part II. This course is a continuation of Physics 13. The basic laws of electromagnetism such as Coulomb's law, Gauss' law, the Biot-Savart law, Ampere's law and Faraday's law are discussed. The concepts of electric and magnetic fields and of field-energy are introduced. Simple dc and ac circuits, the cathode ray tube and a direct verification of the law of electromagnetic induction are dealt with in both lectures and laboratory. Three hours of lecture and discussion and one three-hour laboratory per week.

Second semester. Professors Jagannathan and Zajonc.

14f. Introductory Physics: Part II. Same description as Physics 14.

First semester. Professor Romer.

15. Experimental Physics. A laboratory-oriented course which serves both to introduce a number of useful experimental methods and to develop a sense of the central importance of carefully planned experimentation in the validation of any scientific theory. Students will investigate, initially through a series of pre-determined experiments but finally via experiments which they themselves design and carry out, the relationship between theory and experiment. Emphasis is placed on achieving a quantitative understanding of experimental results and on evaluating the influence of the measuring instrument itself on the phenomenon investigated. Experiments will include investigations in geometrical and physical optics, electrical circuits, electronics and operational amplifiers. In the self-designed experiments, students will be encouraged to carry out investigation in areas of their own interest. The range of possible projects will include experiments in holography, superconductivity, biophysics, electrochemistry,and electro-optic devices. Two or three class hours per week. The laboratory work will be approximately the equivalent of one four-hour period per week, but in order to make possible the careful approach toward experimentation which is emphasized in this course, the laboratory will be open daily.

Requisite: Physics 14 or 18 and consent of the instructor. First semester. Professors Hunter and Zajonc.

15s. Experimental Physics. Same description as Physics 15.

Second semester. Omitted 1983-84.

18. Fundamental Laws of Physics. The laws of Newtonian mechanics and Newton's law of universal gravitation; electric and magnetic fields; motion under the influence of gravity and of charged particles in electric and magnetic field. The fundamental conservation laws of classical physics. The role of mathematics in providing a coherent description of the physical world; additional insight is gained through the use of the computer to solve a variety of physical problems. Four hours of lecture and discussion and one two-hour laboratory per week.

Requisite: Mathematics 11 or equivalent and one year of secondary school physics. Second semester. Professor Towne.

23. Modern Physics. Relativistic kinematics and dynamics: Lorentz transformation, conservation laws of momentum and mass-energy, the Lorentz force law. Photons: the photoelectric and Compton effects, pair production. Matter waves: the de Broglie relation, Bragg reflection. Heisenberg's uncertainty principle. Particle detectors and accelerators. Nuclear structure: alpha, beta and gamma decay, discovery of the neutron and the neutrino, natural radioactivity. Lectures three hours a week. Approximately seven experiments will be performed during the course of the semester.

Requisite: Physics 14 or 14f or 18. First semester. Professors Hunter and Jagannathan.

26. Mechanics. Newtonian mechanics of particles and systems of particles, including rigid bodies. Elementary vector analysis and potential theory, central forces, the two-body problem, collisions, moving reference frames, and—time permitting—an introduction to Lagrangian methods. Special emphasis is placed on oscillatory phenomena. Four class hours per week and occasional laboratories.

Requisite: Physics 14 or 14f or 18, Mathematics 21 or 21s. Second semester. Professor Romer.

27. Wave Phenomena. General characteristics of wave motion approached through the wave equation and the solution to boundary-value problems. Energy relationships, diffraction, interference, reflection, refraction and polarization. Normal modes and eigenfunction expansions. Each phenomenon will be discussed in the context of either optics or acoustics depending upon the relative importance of its application in the two fields. Four class hours per week and occasional laboratories.

Requisite: Physics 14 or 14f or 18, Mathematics 21 or 21s, Physics 26, or consent of the instructor. First semester. Professor Towne.

36. Quantum Mechanics. Wave-particle duality and the Heisenberg uncertainty principle. Basic postulates of Quantum Mechanics, wave functions, solutions of the Schroedinger equation for one-dimensional systems and for the hydrogen atom. Three or four class hours per week and occasional laboratories.

Requisite: Physics 23, 26, 27 or consent of the instructor. Second semester. Professors Zajonc.

38. Electromagnetic Theory. A development of Maxwell's electromagnetic field equations and some of their consequences. Electrostatics, steady currents and static magnetic fields; macroscopic theory of dielectric and magnetic materials; time-dependent electric and magnetic fields and the complete Maxwell theory; energy in the electromagnetic field, Poynting's theorem, electromagnetic waves, and radiation from time-dependent charge and current distributions. Four class hours per week.

Requisite: Physics 23, 26, and 27, or consent of the instructor. Second semester. Professor Hunter.

52. Experimental Physics II. A continuation of Physics 15, with emphasis on digital circuits and the use of microcomputers in experimental science. The development of digital electronics, in particular of microprocessors, makes possible measurements of natural phenomena in ways which are qualitatively different from those previously available. We discuss the theory of logic circuits (Boolean algebra) and the theory of realizing a complex logic function with a minimum number of basic elements. Basic logic circuits, design and use of digital measuring instruments, the conversion of signals from analog to digital form (and vice versa), and the use of computers to record data and to control experiments. Emphasis is placed on general principles of measurement. For example: What is the fundamental difference between analog and digital measurements? Do there exist general criteria for preferring one method to another? Is information inevitably lost when a signal is converted from analog to digital form? How does one deal with the important and common problem of making meaningful measurements of an interesting small effect in a world filled with extraneous "noise"? Two eighty-minute classes and one four-hour laboratory per week.

Requisite: Physics 15 and consent of the instructor. Second semester. Professor Romer.

73. Analytical Dynamics. Lagrangian and Hamiltonian formulations of classical mechanics. Canonical transformations, Hamilton-Jacobi Theory, the WKB approximation, the algebra of Poisson brackets. Four class hours per week. Offered in alternate years.

Requisite: Consent of the instructor. First semester. Omitted 1983-84.

75. Thermodynamics and Statistical Mechanics. First, second and third laws of thermodynamics with applications to various physical systems. Phase transitions. Applications to low temperature physics, including superconductors and liquid helium. Introductory kinetic theory and statistical mechanics. Applications of Fermi-Dirac and Bose-Einstein statistics. Four class hours per week. Offered in alternate years.

Requisite: Consent of the instructor. First semester. Professor Sackett.

77. Honors Course. Individual, independent work on some problem, usually in experimental physics. Reading, consultation and seminars, and laboratory work.

Designed for Honors candidates, but open to other advanced students with the consent of the Department. First semester. The Department.

78, D78. Honors Course. Same description as Physics 77. A single or double course.

Requisite: Physics 77. Second semester. The Department.

97, H97, 98, H98. Special Topics. Independent Reading Course. Full or half course.

First and second semesters.

POLITICAL SCIENCE

Professors Arkes, Kateb, and W. Taubman; Associate Professors Machala*, Sarat and Tiersky (Chairman), Assistant Professors Basu, Foglesong, and Petracca; Professor Lake, Five-College Visiting Professor of Political Science.

Major Program. A major in Political Science consists of nine courses in Political Science. Political Science 11 is a prerequisite for all majors.

Offerings in the Department include courses in American government, politics, law and public policy, comparative government and politics, international relations, and political theory. While majors are not required to take courses in each of these areas, the Department encourages students to do so.

All majors in Political Science may be required to pass a comprehensive examination in Political Science. This examination will cover the discipline as a whole and will be written or oral or both written and oral as the Department may prescribe.

The Department recommends, but does not require, that *rite* students in the first or second term of their Senior year take a special topics course in the Department, so that they may do a long research paper.

Honors Program. The Honors program is designed to provide qualified students in Political Science with full opportunity for independent research and writing. Candidates for Honors in Political Science will take Political Science D77 and 78. A cumulative average of 9 is required for admission to the Honors program.

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*On leave 1983-84.

11. Introduction to Political Science. The course will consider the nature and purposes of politics, relationships between those who govern and those who are governed, and the myths, principles and practices of authority, justice, citizenship and revolution.

First semester. Professors Basu, Foglesong, Kateb, Petracca, Sarat, Taubman, and Tiersky.

20. The Presidency. The main purposes of this course are (1) to present a comprehensive survey of the American presidency, and (2) to consider the question of political power. We begin with the premise that any discussion of presidential power or influence must place the individual president and the individual presidency in the larger political, social, and economic context. The president is surrounded by other actors (such as the White House staff, cabinet members, executive bureaucrats), institutions (such as the Congress, the Supreme Court, the bureaucracy), and influences (such as the electoral system, public opinion, and imperatives of the domestic economic system, and of world politics). The relationship between the president and the larger environment is reciprocal; he shapes it even as it shapes him. After an historically informed introduction to the constitutional foundations and evolution of the office, the course will focus on president's roles in policy making, both foreign and domestic, with particular attention to inter-relationships between these arenas.

Second semester. Professor Petracca.

21. American Government. What is distinctive about politics and government in America? Does America possess, or did it ever possess, a coherent "public philosophy"? Are our political arrangements adequate in the modern era? These questions form the backdrop for an inquiry into the basic values and continuing problems of American politics and government. This course will consider the relationship of private aspirations and public norms. Can we be successful in our private lives and good citizens as well? We will confront the way in which economic institutions shape and are shaped by our politics. We will also get inside the major institutions of the political order. The constitutional division of powers among the judicial, legislative and executive branches will be traced back to its philosophical roots and will be examined in light of major public policy questions. Among those questions we will consider the scope and limits of government regulation, the prospects and problems of social welfare and the way America lives as a nation among nations. Two class meetings per week.

First semester. Professor Sarat.

22. Law, Politics and Society. The history of America has been and will continue to be shaped by ideas of right and justice derived from a heritage of constitutionalism and constitutional government. Some would question whether those ideas of right and justice are adequate and acceptable and whether the Constitution itself contains the basis for a decent social and political life. In order to answer these questions it is necessary to develop standards which can be used to judge American legal institutions. This is the first business of the course. Such standards will be developed through an examination of jurisprudential writings as well as court decisions and contemporary critiques of the legal order. The course will analyze and assess the administration of justice in America. How are decisions about criminal responsibility made? What is the moral meaning of due process and how is it reflected in the operation of the legal system? What are the problems with and prospects of simultaneously maintaining order and upholding law? How are these problems and prospects reflected in the behavior of police and prosecutors? What are the roles and responsibilities as well as the ethics and impact of lawyers and the legal profession? The course will conclude with an inquiry into the forms and limits of legal obligation in an imperfect legal order and into the ways in which such an order can be reformed and improved. Two class meetings per week.

Second semester. Professor Sarat.

23. Political Obligations. The course will consider the grounds on which one can claim to be free from obligations that run counter to one's own opinion or the sense of one's own good—or, on the other hand, the grounds on which one may be obligated to accept restraints on one's personal life or support policies with which one deeply disagrees. The arguments will be tested against the problems of war, abortion, privacy, censorship, suicide, and the obligation to rescue; and the task in all cases will be to force a confrontation between the standards one would use in judging individuals (including oneself) and the standards one would insist upon in judging the morality of public policy.

First semester. Professor Arkes.

24. Politics in Third World Nations. This course will study the origins of unequal development between the first and third worlds as well as among and within Third World nations. A central focus will be on the legacy of colonialism in perpetuating dependency relations and in stimulating nationalist and revolutionary responses. Topics to be discussed include: the myths and realities of overpopulation and food scarcity, the relationship between class, ethnic and regional inequality and political conflict, and alternative strategies of economic and political development.

Second semester. Professor Basu.

25. Comparative European Politics. An introduction to contemporary west European government and politics. Most of the course is a study of France, Britain and Germany, with some reference as well to Italy and pre-World War I Russia. The last section evaluates the European community, Europe's role in world politics, and European decadence.

First semester. Professor Tiersky.

26. World Politics. An introductory course in international relations examining world politics from three essential angles: strategic, economic and ethical. The first part of the course discusses the modern international system in historical perspective, analyzing both permanent and unique features of contemporary world politics. The second part of the course considers contrasting conceptions held by statesmen, scholars and others of the "national" and "international" interest and the policy-making process. The course then examines major contemporary international conflicts with special attention given to the interest and the role of the United States. Among the issues to be discussed: superpower rivalry (e.g., SALT), alliance politics ("trilateralism"), regional instability (Middle East, Southern Africa, Southeast Asia, Eastern Europe) and North-South tension growing out of Third World demands for a "new international economic order." Two class meetings per week.

Second semester. Omitted 1983-84. Professor Machala.

27s. Communism and Soviet Politics. A survey of Soviet politics and foreign policy, and of the linkage between them. Among topics to be considered: Marxism and Leninism and their impact on Soviet behavior at home and abroad; pre-revolutionary political culture and its echoes in the post-revolutionary period; the revolution and its diplomacy; the rise of Stalin, and the impact of Stalinism on the USSR and its foreign relations, especially with the United States; political and social change (and the lack thereof) under Khrushchev and Brezhnev; the Soviet policy-making process; the role of the Soviet Union in contemporary world affairs. The course will end with an examination of the Andropov regime and the prospects for the future.

Second semester. Professor Taubman.

28. Political Theory from Hobbes to Marx. A study of some of the major writers who have dealt with questions of political practice and political morality in a philosophical way. The emphasis is on the growth of the idea that the center of philosophical thought about politics is in the individual whether as the bearer of interests or rights or dignity or conscience.

Second semester. Professor Kateb.

29. The United States Congress. The United States Congress was designed as a representative institution as well as a legislative body. However, the relationship between its behavior as a representative body and its legislative function is a problematic one. It is not at all clear that the U.S. Congress does a good job of representing the American citizenry or even that it is the most appropriate mechanism for the creation, resolution, and oversight of public policy. The aim of this course is to unravel the many mysteries surrounding this relationship.

To this end, answers to the following questions will be pursued. What is the nature of American political representation? Is the U.S. Congress a "representative" institution? What major changes have occurred in the historical patterns of congressional behavior? What is the formal structure of Congress (e.g., committees, staffs, and seniority) and how do these structures affect the capacity of Congress to make beneficial and effective public policy? What are the major influences on congressional decision-making, e.g., fellow congressmen, constituents, special interests, the national executive? In what policy arenas is Congress most active as a policy-maker? What are the prospects for and possibilities of congressional reform?

First semester. Professor Petracca.

30f. The Vietnam War. This course will review the origins of the Vietnam War and American intervention in it; the domestic impulses for deepening involvement and then withdrawal; the history of negotiations to find a peaceful settlement; and the effects of the war on U.S. foreign policies. Throughout the course, the war will be discussed in the context of broader international events and trends in American thinking about the U.S. role in the world. Students will be encouraged to consider the "lessons" they believe should be drawn from this experience. Classes will include lectures and discussion.

First semester. Professor Lake.

31s. Parties and Political Organizations. This course begins with the dual premise that political parties are both an important vehicle for political participation in a democratic polity and play a major role in the development of public policy. Despite the historical ascendency of parties in American politics, the recent growth of political action committees, the increasing impact of the media, and the rise of single-issue interest groups have seriously diminished the contemporary role of the American party system. This course is a general attempt to understand the development and function of the American party system, as well as the rise in prominence of alternative political organizations.

We begin by considering the functions of parties in shaping political participation as well as their structure as complex organizations. We will then examine the historical development of party politics; the idea of a "responsible party system"; and the links between parties and voters, legislators, and presidents. The controversy surrounding the supposed "decline of parties" in American politics sets the stage for the final portion of the course which examines the emergence of alternative political organizations; the new role of these organizations in shaping the character of American politics; and recent efforts to save and/or reform the ailing party system.

Second semester. Professor Petracca.

32. Urban Politics and Policy. This course examines urban politics and policy in the U.S., with special attention to the older, declining cities of the Northeast. The central question of the course is, what is the nature of the urban problem? Does it result from the failure of community? Is it a problem of power and leadership? Does it result from the breakdown of institutions for political integration and social control? Is it a problem of declining central city land values and the difficulties of urban renewal? Or is the basic problem one of capital mobility and regional economic decline? Moreover, are these separate problems or different manifestations of the some core problems? We will also consider market and nonmarket proposals for addressing problems of industrial relocation, regional economic decline and urban redevelopment, as well as alternative strategies for local political change. Two class meetings per week.

First semester. Omitted 1983-84. Professor Foglesong.

34. Lawyers and the Legal Profession. Alexis de Tocqueville, writing at the beginning of the nineteenth century, assigned to lawyers a special and important role in preserving the health of American society and politics. As he said, "In visiting America and studying their laws, we perceive that the authority they have intrusted to the members of the legal profession . . . is the most powerful existing security against the excesses of democracy." Today, however, we hear many complaints about the plague of lawyers or about our excessively legalized and adversarial society, a society which seems to some to have too many lawyers. The first matter of the course is to consider the role of lawyers in America and to address the question of whether lawyers contribute to a society which is more just, equitable and decent than it would be but for their skills, expertise and professional power. In addition, we will consider the nature of the lawyering process as well as the different roles which lawyers play as defenders of criminals, participants in divorce disputes and in aiding and servicing corporate or business clients. Among the subjects which we will discuss are the ethical standards which govern or should govern the conduct of lawyers, the nature of legal education and its relation to what lawyers actually do, the burdens and responsibilities of lawyers as representatives of the ideology of legality, whether the tasks of lawyers can and should be de-professionalized and the similarities and differences between lawyers and other professionals. Finally, we will examine the question of what becoming a lawyer means and what ethical, political and personal considerations inform that choice as well as how these considerations shape the life of the practicing lawyer.

Admission with consent of the instructor. Second semester. Professor Sarat.

35s. Case Studies in American Foreign Policy. A detailed examination of some decisions that have been central to American foreign policy since World War II, covering such cases as the Korean and Vietnam Wars, the

Suez Crisis, The Bay of Pigs and the Cuban Missile Crisis, SALT I and SALT II, and U.S. policy towards Southern Africa. In each case the course will analyze the events and substantive choices facing policymakers, the bureaucratic and political contexts in which they acted, and the general foreign policy views they brought to bear on these decisions. Each case study will provide a basis for discussion of bureaucratic behavior, relations between the Executive Branch and Congress, the ways in which domestic politics shape foreign policies, and the role of the press. The course will include lectures and discussion including, when possible, guest lectures by participants in some of the decisions studied.

Recommended requisites: prior courses in world politics, American governmental, and American diplomatic history. Second semester. Omitted 1983-84. Professor Lake.

36. The Theory and Practice of Socialism. An introductory course in which the theory of socialism is compared with its history: socialist ideas before the Russian Revolution, communism and communist systems, European social democracy. The last section considers contemporary developments, e.g., eurocommunism and eurosocialism, the notion of a "third way," the potential for communist reform.

Second semester. Omitted 1983-84. Professor Tiersky.

37. International Political Economy. This course will explore political aspects of international economic relations, both among developed countries and between developed and Third World countries. Particular attention will be given to the effects of these relations on the distribution of benefits and burdens among national economies and their consequences for the stability of the post-World War II international economic order. Topics to be discussed include the meaning of international political economy and the problems associated with interdependence and inequality, economic warfare, foreign aid, multinational corporations, the international monetary system and "resource diplomacy" (with emphasis on the experience of OPEC). Prior courses in international relations and economics will be helpful but are not required. Two class meetings per week.

First semester. Omitted 1983-84. Professor Machala.

38. International Law. The purpose of this course is to examine certain approaches to international justice as a measure for criticizing and reconstructing international law in the conditions of the contemporary world. We shall first examine the notion of international law and justice in general. Then, we shall deal with legal and ethical theories of basic universal human rights, national self-determinism, "just war," aggression and collective responsibility. Finally, we shall examine some problems of international economic justice as they now confront both the developed and the less developed countries, with emphasis on determining which rules and regulations for managing the international economy could be considered as legitimate by most members of the international community. Two class meetings per week.

Admission with consent of the instructor. Second semester. Omitted 1983-84. Professor Machala.

40. The Political Economy of Women: Cross-Cultural Perspectives. How are gender-based differences politically relevant? Do women participate in politics in a distinctive manner? What is the relationship between class, racial and sexual inequality in determining the economic and political participation of women? These questions will be addressed in historical and cross-cultural perspective by comparing the roles of women in the first and third worlds. Particular attention will be given to the transformation of women's position through capitalist development and colonialism and the character of women's participation in political institutions and movements. One of the major questions examined is the relationship between women's movements and other political struggles.

Second semester. Omitted 1983-84. Professor Basu.

41. The American Constitution I: The Structure of Rights. When John Adams wrote that we have "rights antecedent to all earthly government," he expressed the understanding of the Founders that the Constitution was not the source of our rights. The Constitution was the result, rather, of certain principles of lawfulness—certain moral understandings—which established the right of human beings to be ruled only by their consent, in a government restrained by law. In understanding our Constitution today, in reaching practical judgments in particular cases, it often becomes necessary to appeal outside the document to those "antecedent" principles which guided the framing of the Constitution. This course will focus on questions arising from the relations of the three main institutions which define the structure of the national government under the Constitution. We will begin, at all times, with cases, but the cases will draw us back to the "first principles" of constitutional government, and to the logic that was built into the American Constitution. The topics will include: the standing of the President and Congress as interpreters of the Constitution; the authority of the Congress to counter the judgments—and alter the jurisdiction—of the federal courts on matters such as abortion and busing; the logic of "rights" and the regulation of "speech" (including such "symbolic expression" as the burning of crosses); and the original warning of the Federalists about the effect of the Bill of Rights in diminishing our rights.

First semester. Professor Arkes.

42. The American Constitution II: Federalism, Privacy, and the "Equal Protection of the Laws." When Lincoln said at Gettysburg that the American republic had been established "four score and seven years" earlier, he was referring to the Declaration of Independence and not the Constitution:

The American regime was established before the Constitution by the men who articulated the first principles of republican government. The purpose of this course is to draw out the implications of those principles in a series of cases that gauge the character of the American polity and test, with a more exacting standard, the kinds of legal doctrines that have been produced under the Constitution. Are there parts of the Constitution and the Bill of Rights which have been assumed now to express necessary "principles" of constitutional government, but which cannot really claim the principles? On the other hand, might the government under the Constitution have a much wider reach than we have traditionally assumed—might it be freer than we have supposed to do what is necessary to enforce the requirements of justice? Might the national government sweep past the jurisdiction of the States and reach any wrong that a local government may legitimately reach? Might the government penetrate the barriers of privacy and vindicate wrongs done within the family, even in the most intimate relations? The course will pursue these questions as it deals with a number of issues arising from the "equal protection of the laws"—most notably, with the problem of discriminations based on race and sex, with racial quotas and "reverse discrimination." In addition, the course will deal with such topics as: self-incrimination, the exclusionary rule, the regulation of "vices," and censorship over literature and the arts. (It is not necessary to take Political Science 41 before taking this course.)

Second semester. Professor Arkes.

43s. Administration and Statesmanship. This course will consider how the ends of statesmanship may be complicated by the task of governing through a standing, professional administration. That is another way of asking just how the central question of politics—the question of "What is the best political regime?" has been affected in the modern period by the presence of bureaucratic administration. The character of the administration comes to reflect the moral premises of the polity it serves. But a bureaucratic administration may be the carrier of its own culture, or its own moral premises, and it becomes important for political men to understand whether the decent ends of statesmanship may be advanced or resisted by the principles—and by the resources of power—that are imminent in a modern administration. Cases will be drawn mainly from American administration (in problems as varied as the war on poverty, the enforcement of the antitrust laws, and the direction of the war in Vietnam). We will draw also on writings about nature of statesmanship and the accounts of statesmen in other countries and other times (e.g., Winston Churchill and Austen Chamberlain at the end of the First World War: Hannah Arendt's *Eichmann in Jerusalem;* Plato's *Gorgias*). As the cases are woven together, the design of the course is to show how the enduring questions of political philosophy continue to manifest themselves in the practical conditions of administration.

Second semester. Professor Arkes.

44. Politics, Planning and Public Policy. This course examines the problems, methods and dilemmas of policy making in the U.S. The central questions of the course are, how should we understand the growth of government—in particular, how should we understand government intervention in the economy? And secondly, why does government appear to be so ineffective in achieving its purposes? These questions lead us to consider the relation between politics and markets and their relative capacities as social choice processes. We will then address the issue of government effectiveness, looking at how the market system complicates the task of policy making and how policies are shaped by the method of policy formation. In the latter connection, three methods of policy formation will be considered: interest group bargaining, bureaucracy and planning. Special attention will be given to arguments for and against planning, and the course will close with a consideration of the possibilities for democratic planning. In 1984 the policy focus of the course will be on the "reindustrialization" problem; students will be expected to write a research paper on some aspect of this policy problem, which will be discussed extensively in class.

Second semester. Professor Foglesong.

48. American Political Thought. A study of some of the major political ideas which have been formulated in response to American conditions from colonial times to the present. Connections with European thought will also be discussed.

Second semester. Omitted 1983-84. Professor Kateb.

49. Political Theory from Plato to Machiavelli. A study of some of the major writers who have dealt with questions of political practice and political morality in a philosophical way. The emphasis is on the tense relations among absolute morality, ordinary morality, and the pursuit of greatness. Attention will be given to the Socratic challenge to Athens and the early Christian challenge to Rome as well as to Machiavelli's worldly counterattack.

First semester. Professor Kateb.

50. The Courts, the Constitution and the Limits of Law. None of those who authored the Constitution intended courts to play leading roles in making fundamental political choices or in creating new constitutional rights. Today American courts do both. This course will examine the role of courts in America. It will analyze the nature of judicial institutions and their powers as well as the forms and limits of adjudication. It will raise issues of democratic theory and discuss the ways in which courts interpret the Constitution. We will examine and assess the activities and decisions of courts in establishing the conditions under which the state may deprive citizens of liberty and property, supervising the conditions and practices of public institutions like schools and prisons, regulating relations of intimacy, governing the exchange of goods and services in the market place, and defending aesthetic or spiritual interests. Thus our subjects may include the rights of criminal defendants, students, welfare recipients and others dependent upon governmental largesse, as well as the legal regulation of sexual practices, contractual relationships, conditions of employment, racial relations and political entitlements. In each of these areas we will discuss the proper role for law and the way courts define that role. Two class meetings per week.

Admission with consent of the instructor. Second semester. Omitted 1983-84. Professor Sarat.

52. Seminar in Comparative Politics and Political Ideologies. Central ideas in contemporary political theory. Politics in advanced industrial societies. The future of politics. One theme is substantive analysis of theories of advanced political development (e.g., industrial and postindustrial politics, democracy and totalitarianism, liberalism and communism, socialism and the market, the bureaucratization of politics). A second theme is intellectual and ideological history (e.g., the 1950s-60s theories of decline of ideology, East-West convergence and Third World modernization; the 1970s concern with ungovernability, neo-corporatism, and the crisis of democracy). The purpose of the course is to study how political development is conceptualized and to become familiar with important contemporary discussions.

Admission with consent of the instructor. Second semester. Professor Tiersky.

53s. The Distribution of Political Power in America. The most distinctive feature and the principal orienting value of classical democratic theory is its emphasis on popular control over public policy decision-making. For democracy, the method of operation of popular control over policy decisions is that of direct citizen participation. It has been assumed that there would be a strong positive relationship between individual participation and leader responsiveness in decision-making. Empirical analyses of the American polity reveal that this assumption may largely be a myth. The purpose of this course is two-fold: first to assess the extent to which, and in what forms, a relationship does exist between the citizen and governmental policies; and second to understand the answers which have been given (both empirically and theoretically) to the question of who has political power in the United States. This seminar will consider major works of the following political scientists: Sidney Verba and Norman Nie, V. O. Key, Jr., David Truman, Robert Dahl, Mancur Olson, E.E. Schattschneider, Theodore J. Lowi, Philippe Schmitter, C. Wright Mills, Ralph Miliband, Charles Lindblom, and Louis Hartz.

Admission with consent of the instructor. Second semester. Omitted 1983-84. Professor Petracca.

58. Capitalism and the Democratic State. This course examines the uneasy relation between "capitalism" and the "democratic state" in advanced capitalist societies, with special attention to the U.S. The central problem of the course is how capitalism and democracy co-exist: how the capitalist nature of society conditions the functioning of the state; how the democratic nature of the state constrains its capacity to serve the needs of the capitalist economy; and how the tension between capitalism and democracy is resolved in practice. Readings will be drawn from recent marxist literature on the state (Miliband, Poulantzas, Offe, O'Connor) supplemented by the work of nonmarxists (Lindblom, Dahl). The course will adopt a seminar format and meet twice a week. Background in the study of both politics and economics would be helpful.

Admission with consent of the instructor. Limited to twenty-five students. Second semester. Professor Foglesong.

59s. Contemporary Political Thought. A study of some of the major writers who have tried to come to terms with the political features of modernity. The emphasis is on the impact of Marx, Nietzsche, and Freud.

Limited enrollment. Second semester. Professor Kateb.

60. Peasant Movements in the Third World. The peasantry has alternatively been regarded as a bulwark of conservatism and the major revolutionary force in the Third World. This course will examine these contending perspectives in the writings of such revolutionary theorists as Marx, Lenin and Mao and in a variety of empirical contexts. Some of the questions analyzed include: the deterrents and stimuli to peasant movements, the relationship between the working class and the peasantry and the role of the urban intelligentsia and political parties in facilitating or moderating peasant radicalism.

Admission with consent of the instructor. Second semester. Professor Basu.

62. France: Politics and Society. A study of modern French politics and society. Politics and political economy with emphasis also on history, culture and ideology. The first part of the course studies classic writings and themes in French political culture (Tocqueville, Marx, de Gaulle, Hoffmann, Zeldin). The second part studies contemporary French institutions, policies and conflicts in the context of both French history and the common problems of advanced industrial societies.

Second semester. Professor Tiersky.

D77, 78. Honors Course. Double course, full course; totaling three full courses.

Open to Seniors who have satisfied the necessary requirements. First and second semesters. The Department.

97, 98. Special Topics.

First and second semesters.

PSYCHOLOGY

Professors Coplin, Grose‡ and Olver; Associate Professors Aries, Sorenson (Chairman) and Weigel; Assistant Professor Raskin.

Major Program. Students majoring in Psychology are required to elect nine full courses in Psychology. On occasion, in consultation with the Department, a student may include one course in a closely allied field in a major program.

In order to insure a comprehensive understanding of the discipline, students are expected to satisfy specific distribution requirements within the major program. These "core" courses include Psychology 11; 12 or 26; 22; and any *one* of the following: Psychology 20, 21, 27, 28 or 32. Honors level grades are required B− or higher in each of the four "core" courses submitted in satisfaction of departmental distribution requirements. Failure to attain a grade of B− or better in a core course means that remedial work will have to be arranged and a qualifying exam passed if the student is to continue to be a psychology major.

Honors Research. A limited number of majors will engage in honors research under the direction of a faculty member during their Senior year. Honors research involves credit for three courses (usually one course credit during the fall and two credits during the spring semester) and culminates in a thesis. The thesis usually involves both a review of the previous literature pertinent to the selected area of inquiry and a report of the methods and results of study conducted by the student. Any student interested in pursuing honors research in psychology should discuss possible topics with appropriate faculty before the end of second semester, Junior year.

11. Introduction to Psychology. An introduction to the nature of psychological inquiry considering behavior and experience from psychobiological, behavioristic, cognitive, psychodynamic, humanistic, and social perspectives.

First semester. Omitted 1983-84. Professors Aries and Olver.

11s. Introduction to Psychology. Same description as Psychology 11.

Second semester. Professors Olver and Weigel.

12. Psychology as a Natural Science. This course will examine the utility of animal experimentation for developing an understanding of human behavior. Primary emphasis will be placed on the contributions made by ethological, comparative and psychobiological perspectives.

Second semester. Professor Sorenson.

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‡On leave second semester 1983-84.

20. Social Psychology. The individual's behavior as it is influenced by other people and by the social environment. The major aim of the course is to provide an overview of the wide-ranging concerns characterizing social psychology from both a substantive and a methodological perspective. Within this context, emphasis will be on understanding the process by which individuals influence and are influenced by groups and societies.

Requisite: Psychology 11 and consent of the instructor. Not open to Freshmen. Second semester. Professor Weigel.

21. Personality. A consideration of the theory and research directed at understanding those characteristics of the person related to individually distinctive ways of experiencing and behaving. Prominent theoretical perspectives will be examined in an effort to integrate this diverse literature and to determine the directions in which this field of inquiry is moving.

Requisite: Psychology 11 and consent of the instructor. Not open to Freshmen. First semester. Professor Weigel.

22f. Statistics and Experimental Design. Methodology. An introduction to and critical consideration of experimental methodology in psychology. Topics will include the formation of testable hypotheses, the selection and implementation of appropriate procedures, the statistical description and analysis of experimental data, and the interpretation of results. Articles from the experimental journals and popular literature will illustrate and interrelate these topics and provide a survey of experimental techniques and content areas.

Requisite: Psychology 11 or consent of the instructor. First semester. Professor Aries.

22. Statistics and Experimental Design. Same description as Psychology 22f.

Second semester. Omitted 1983-84.

24. Developmental Psychobiology. A study of the development of behavior in mammals. The material will compare the biological and psychological determinants of behavior such as mother-infant interactions and social relationships in a variety of species. Emphasis will be placed on how changes in the central nervous system influence the development of behavior.

Requisite: Psychology 12 or 26 and consent of the instructor. Second semester. Professor Raskin.

26f. Physiological Psychology. A broad-based introduction to the neural bases of animal and human behavior. Included are topics such as sensory and motor processes, motivation and emotion, and learning and memory. Lectures supplemented by discussion sections and laboratory experience.

Requisite: Consent of the instructor (Psychology 12 or 22 recommended). First semester. Professor Raskin.

27. Developmental Psychology. A study of human development with emphasis upon the general characteristics of various stages of development from birth to adolescence and upon determinants of the developmental process.

Requisite: Psychology 11. First semester. Professor Olver.

27s. Developmental Psychology. Same description as Psychology 27.

Requisite: Psychology 11. Second semester. Omitted 1983-84. Professor Raskin.

28f. Abnormal Psychology. A study of the etiology and psychodynamics of psychological deviance with a focus on the psychological diagnosis and psychotherapy of the behavior disorders.

Requisite: Psychology 11. Not open to Freshmen. First semester. Professor Coplin.

29s. Human Sexuality. A review of biological, psychological, and cultural factors affecting sexual development and expression in humans. Among topics covered are gender and sex role differentiation, psychosexual development, physiology of sexual response, pregnancy and childbirth, conception control, sexual dysfunctions, and alternative sexual lifestyles.

Second semester. Professor Coplin.

30. History and Systems of Psychology. This course will examine the historical antecedents of contemporary psychology. After considering the philosophical and physiological traditions from which psychology emerged, the course will then examine the major systems of psychology from 1850 onward: structuralism, functionalism, Gestalt, behaviorism, psychoanalysis, humanism, and cognition. Within this historical context, consideration will also be given to the philosophical issues associated with growth of scientific knowledge.

Requisite: Psychology 11 and consent of the instructor. Not open to Freshmen. Second semester. Omitted 1983-84.

31s. Perception and Cognition. This course will examine the range of cognitive processes from basic perceptual phenomena (e.g., perception of color, shape, size, and distance) to more complex phenomena (e.g., pattern recognition, attention, memory, concept formation, and problem solving). Emphasis will be placed on the extent to which perception and cognition are a function of stimulus conditions versus central constructive processes.

Requisite: Psychology 11. Second semester. Omitted 1983-84.

32. Psychology of Adolescence. This course will focus on the issues of personal and social changes and continuities which accompany and follow physiological puberty. Topics to be covered include physical development, autonomy, identity, intimacy, and relationship to the community. The course will present cross-cultural perspectives on adolescence, as well as its variations in American society. Both theoretical and empirical literature will be examined.

Requisite: Psychology 11 and consent of the instructor. Second semester. Professor Aries.

33s. Psychological Tests and Measurements. An examination of the basic principles of psychological tests and measurements, the assumptions they make, and the interpretation of their results. Attention will be given to such topics as the utility and hazards of testing, the controversies about intelligence testing, tests for college entrance and personnel section, norm versus criterion-referenced measures, cultural and other biases in tests, the roles of formative versus summative evaluation, the bases of scaling, and the relation of statistical procedures to test results. There will be some opportunity for the student to become familiar with the administration of standardized tests as well as with the construction of new measures of behavior.

Requisite: Psychology 11. Second semester. Omitted 1983-84. Professor Grose.

36. Psychology of Aging. An introduction to the psychology and psychobiology of aging. Course material will focus on the behavioral changes which occur during the normal aging process. Age differences in learning, memory, perceptual and intellectual abilities will be investigated. In addition, emphasis will be placed on the neural correlates and cognitive consequences of psychological disorders of aging such as Alzheimer's and Pick's disease. Research utilizing animal models as well as clinical studies will be reviewed. Course work will include systematic and structured observation within a local facility for the elderly.

Requisite: Psychology 11 and 12 and consent of the instructor. Limited to twenty students. Second semester. Professor Raskin.

38. Psychopharmacology. An introduction to the pharmacological analysis of behavior. Major emphasis will be placed on the actions of drugs on the central nervous system and consequently on behavior, and on the use of drugs in animal experimentation as a powerful analytical tool.

Requisite: Psychology 26f and consent of the instructor. Limited enrollment. Not open to Freshmen. Second semester. Professor Sorenson.

40. Sex Role Socialization. An examination of the socialization processes throughout life that produce and maintain sex-typed behaviors. The focus is not on sexual behavior but rather on the development of the psychological characteristics of males and females and the implications of that development for participation in social roles. Consideration of the biological and cultural determinants of masculine and feminine behaviors will form the basis for an exploration of alternative developmental possibilities. Careful attention will be given to the adequacy of the assumptions underlying psychological constructs and research in the study of sex differences.

Requisite: Psychology 11 plus at least one course in developmental or adolescent psychology and consent of the instructor. Not open to Freshmen. Second semester. Professor Olver.

41s. Psychotherapy. This seminar will examine the theories and techniques of some of the major systems of psychotherapy, including psychoanalysis, behaviorism, humanism, social learning, and the medical model. There will be an emphasis on emerging community mental health perspectives. Students will write a major paper based on practicum or volunteer experience in a mental hospital, mental health center, halfway house, or other mental health facility in the local community.

Requisite: Psychology 11 or 28, or the equivalent, and consent of the instructor. Limited to fifteen students. Not open to Freshmen. Second semester. Professor Coplin.

42f. Psychology Seminar. Members of the Department will occasionally offer seminars designed to give the student an opportunity to study a selected topic in depth.

3. GROUP PROCESS AND BEHAVIOR CHANGE. A number of theories of group functioning will be examined, including the works of Freud, Moreno, Bion, Rogers, Berne, and Perls. Special emphasis will be placed on attempts to use group functioning to induce behavior change as in the group therapies, sensitivity training, encounter, and marathon groups.

Requisite: Psychology 11 and consent of the instructor. First semester. Professor Coplin.

4. CONTEMPORARY ISSUES IN SOCIAL PSYCHOLOGY. This seminar will examine research methods employed in social psychology. Students are responsible for developing a research design, collecting and analyzing the appropriate data, and writing a journal-style article describing the background, logic and results of their investigation.

Requisite: Psychology 11, 22, and written consent of the instructor. Second semester. Omitted 1983-84. Professor Weigel.

46f. The Causes and Control of Violence. The primary thrust of this course will be to explore the etiology of aggressive behavior and its potential control. An attempt will be made to assess the contributions made to our understanding of the causes of violence by each of a variety of perspectives considered within the basic nativistic environmentalist scheme. Specifically, this will involve a consideration of the interaction of individual variables (genetic predisposition, specific brain mechanisms, and humoral and hormonal influences) and social variable (the cultural milieu, the interpersonal context, and the mass media). The implications of these variables for the prevention and control of violence will be examined in reference to such issues as the propriety of punishment, therapeutic intervention, genetic counseling, psychosurgery, as well as the possibilities for other forms of social change relevant to the problem. The student will be expected to prepare a scholarly paper considering the modes of prevention and control in the context of a critical evaluation of the evidence implicating the various causal factors.

Requisite: Written consent of either instructor. Limited to thirty students. Not open to Freshmen. First semester. Professors Sorenson and Weigel.

77, 78 or D78. Senior Honors Course. Open to Senior majors in Psychology who have received departmental approval. First and second semesters.

97, H97; 98, H98. Independent Study or Research. This course is open to qualified students who desire to engage in independent reading on selected topics or conduct research projects. Preference will be given to those students who have done good work in one or more departmental courses beyond the introductory level. A full course or a half course.

Open to Juniors and Seniors with consent of the instructor. First and second semesters.

RELIGION

Professors Pemberton (Chairman) and Wills; Visiting Professors Little, Tara-Rinpoche and Wijnhoven; Associate Professor Thurman; Assistant Professors Doran and Niditch.

The study of Religion is a diversified and multi-faceted discipline which involves the study of both specific religious traditions and the general nature of religion as a phenomenon of human life. It includes cultures of both the East and West, ancient as well as modern, in an inquiry that involves a variety of textual, historical, phenomenological, social scientific, theological and philosophical methodologies.

Major Program. Majors in Religion will be expected to achieve a degree of mastery in three areas of the field as a whole. First, they will be expected to gain a close knowledge of a particular religious tradition, including both its ancient and modern forms, in its Scriptural, ritual, reflective and institutional dimensions. Ordinarily this will be achieved through a concentration of courses within the major as well as, often in the case of Honors majors, the Senior thesis. A student might also choose to develop a program of language study in relation to this part of the program, though this would not ordinarily be required for or count toward the major. Second, all majors will be expected to gain a more general knowledge of some other religious tradition quite different from that on which they are concentrating. This will usually require students concentrating on a Western religion to achieve a secondary mastery of an aspect of Eastern religion and vice versa. Ordinarily, this requirement will be met by one or two courses. Third, all majors will be expected to gain a general knowledge of the theoretical and methodological resources pertinent to the study of religion in all its forms. It is further expected of Honors majors that their theses will demonstrate an awareness of the theoretical and methodological issues ingredient in the topic being studied.

Majors in Religion are required to take Religion 11s, Introduction to the Study of Religion, and a Luce Seminar, as well as six additional courses in Religion or related studies approved by the Department. In meeting this requirement, majors and prospective majors should note that no course in Religion (including Five College courses) or in a related field will be counted toward the major in Religion if it is not approved by the student's departmental advisor as part of a general course of study designed to cover the three areas described above. In other words, a random selection of eight courses in Religion will not necessarily satisfy the course requirement for the major in Religion.

All majors, including "double majors," are required early in the second semester of the Senior year to take a comprehensive examination in Religion. This examination will be designed to allow the student to deal with each of the three aspects of his or her program as described above, though not in the form of a summary report of what has been learned in each area. The emphasis will be on students' ability to use what they have learned in order to think critically about general issues in the field.

Honors Program. Honors in Religion shall consist of Religion 11s, a Luce Seminar, and the thesis courses, Religion 77 and D78, plus four additional semester courses in Religion or related studies approved by the Department; satisfactory fulfillment of the general Honors requirements of the College; satisfactory performance in the comprehensive examination; and the satisfactory preparation and oral defense of a scholarly essay on a topic approved by the Department.

11s. Introduction to the Study of Religion. The course attempts to gain insight into the phenomenon of religious experience through an analysis of the structure and dynamics of religious activity. The study will begin by examining a variety of interpretations of religious experience drawn from anthropological, sociological, psychoanalytic, theological, and other modes of inquiry, and then will evaluate the insights gained from these interpretations in terms of accounts of religious experience in contemplative, scriptural, and theological literature and the expressions of religious life in rituals and institutions of two contemporary religions of Eastern and Western cultures.

Second semester. Professors Doran, Niditch, Pemberton (Course Chairman), Thurman and Wills.

12. Religious Traditions in Asia. Introduction to the major religious traditions of ancient India and China with attention to their interrelationships with the popular religious "subcultures" of the areas. Readings will proceed in the Vedas, Upanisads, Gita, Hinayana and Mahayana Sutras, Bhagavatapurana, and Saivite religious literature, and then on to Luenn Yu, Tao Teh Ching, Mencius, Chuang Tzu, Wei Mo Ching, Tientai, Hua Yan, and Chan scriptures. Tibetan and Japanese traditions will be considered in relationship to their respective "Mother Cultures."

Second semester. Professor Thurman.

16f. The Christian Religious Tradition. An examination of the development of Christian thought in Western culture from St. Augustine to Pascal. Special attention will be given to understanding the relationship of religious vision and self understanding to a particular historical moment and also to the problem of the religious life and social change. Readings will include St. Augustine's *Confessions*, selections from St. Thomas Aquinas' *Summa Theologica*, the poetry of Christian mystics and the rules of the monastics, Dante's *Divine Comedy*, selections from Catholic and Protestant reformers, and Pascal's *Pensees*.

First semester. Omitted 1983-84. Professor Pemberton.

21. Hebrew Scriptures. The rich and varied literary traditions of the Old Testament, studied against the background of ancient Near Eastern myth, ritual, and law. We will trace the ways in which the theological message of the Old Testament and its literary forms adapt to and parallel developments in Israel's history and social structure.

First semester. Professor Niditch.

22. Christian Scriptures. An analysis of New Testament literature as shaped by the currents and parties of first century Judaism. Emphasis will be placed on the major letters of Paul and the four Gospels.

Second semester. Professor Doran.

23. Buddhist Scriptures. A literary, historical, and philosophical study of the fundamental Scriptures of the Buddhist traditions: Theravada, Mahasamghika, Mahayana, and Vajrayana. While primary attention will be given to the texts themselves in their Indian religious setting, the commentarial elucidations of such great philosophers as Nagarjuna, Asanga, Shantideva, Chih I, Fa Tsang, Shinran, Nichiren, and Tsong Khapa will be consulted where available in English. Readings will include the *Dhammapada*, the *Suttanipata*, the *Mahavastu*, and the *Buddhacarita;* the *Vimalakirti, Transcendent Wisdom, Garland, Lotus and Pure Land* Scriptures; and selections from the Guhyasamaja literature.

First semester. Omitted 1983-84. Professor Thurman.

25s. Religion and Art in Africa. An inquiry into traditional African religion and art with special consideration given to the ritual context of music, dance, masquerade, and shrine sculpture. The course of study will focus upon the religion and art of the Yoruba people of Nigeria. Attention will also be given to religious symbolization and canons of aesthetic excellence among the Dogon, Mende, Baule, Ashanti, Kalabari, Ibo, Benin, and Fang of West Africa, as well as the Nuer of the Sudan, the Legbara of East Africa, and the Lega and Ndembu of Central Africa.

Second semester. Professor Pemberton.

29. The Indo-Tibetan Buddhist Tradition. A study of the Mahayana religious and philosophical tradition as transmitted from India to Tibet and as preserved and developed in the "Land of Snows" during the millenium since its loss in India. Attention will be given to the achievements of the great teachers of India, such as Padmasambhava and Atisa; the history and atmosphere of the transmission from the great Indian Universities to the Tibetan kingdom, the accomplishments of the Tibetan translators and scholars, such as Bu Ston, Sa sKya Pandita, kLon Chen pa, Tson Khapa, 'Jam dbYans bZed pa, pa, etc., as well as to the Tibetan cultural ethos of nomadism and shamanism that contributed to the popular traditions and religious expressions. Readings will proceed in the works of Stcherbatski, Obermiller, Snellgrove, Evans-Wentz, Govinda, Tucci, and Guenther, with the help of a number of recent dissertations and unpublished translation-manuscripts.

First semester. Professors Tara-Rinpoche and Thurman.

30. The Poetry of Enlightenment. The course will examine those genres of spiritual poetry that are most closely connected with the experiences of enlightenment, either as methods of cultivation and communication or as spontaneous outpouring and celebration. Having sketched the background in Western and Eastern esotericism, we will explore conceptual frameworks for a "poetics of enlightenment" in Indian Tantric literature. We will then read the songs (*dohas*) of the Mahasiddhas, the cases (*koan*) of the Ch'an masters in the *Blue Cliff Record*, the *Hundred Thousand Songs of Milarepa*, Tsong Khapa's *Praise for Relativity*, Rolwaydorje's *"Mother Identification,"* concluding with the Japanese refinement known as *haiku*.

Second semester. Professor Thurman.

33. American Religious History I. A survey of the history of American religion from the colonial period to the Civil War. Emphasis will be placed on the theology and ethics of the New England Puritans (including Jonathan Edwards), the relations of Protestantism to the Revolution and the emergence in America of liberal democracy, the creation by the slaves of Afro-American Christianity and the development in the north of the independent black churches (particularly the A.M.E. church), and the role of religious figures in the antebellum critique and defense of slavery and industrialism. Attention will also be given to the formation of American Catholicism and American Judaism.

First semester. Professor Wills.

34. American Religious History II. A survey of the history of American religion from the Civil War to the present. Emphasis will be placed on the emergence and development (particularly within Protestantism) of a theology responsive to modern developments in natural science, social science and historical scholarship; the steady erosion of white Protestantism's cultural hegemony and the growing importance of Catholicism, Judaism and black religion; the continuing tension within all American religious communities between traditionalism and liberalization; the role of religious figures in criticizing and defending racial segregation, capitalism, and America's expanding role in international affairs; and the importance of the 1960s as a period of change in American religious life.

Second semester. Omitted 1983-84. Professor Wills.

40. Prophecy, Wisdom, and Apocalyptic. We will read from the work of the great exilic prophets, Jeremiah, Ezekiel, and Isaiah, examine the so-called "wisdom" traditions in the Old Testament and the Apocrypha exemplified by Ruth, Esther, Job, Ecclesiastes, Proverbs, Susanna, Tobit, and Judith, and finally, explore the phenomenon of Jewish apocalyptic in works such as Daniel, the Dead Sea Scrolls, 4 Ezra, and 2 Baruch. Through these writings we will trace the development of Judaism from the sixth century B.C. to the first century A.D.

Second semester. Professor Niditch.

41s. The Rabbinic Mind. We will explore Rabbinic world-views through the close reading of *halakic* (i.e., legal) and *aggadic* (i.e., non-legal) texts from the Midrashim (the Rabbis' explanations, reformulations, and elaborations of Scripture) the Mishnah, and the Talmud. Employing an essentially interdisciplinary methodology which draws upon the tools of folklorists, anthropologists, students of comparative literature, and students of religion, we will examine diverse subjects of concern to the Rabbis ranging from human sexuality to the nature of creation, from ritual purity to the problem of unjust suffering. Topics covered will vary from year to year depending upon the texts chosen for reading.

Second semester. Omitted 1983-84. Professor Niditch.

45. Christianity to the Rise of Islam. Various moments in the history of Christianity will be examined: the conflict between society and Christians in the second century; the controversy over true gnosis; the Nestorian heresy concerning the nature of Christ; the battle with the pagan revival of the late fourth century; the phenomenon of stylite saints; and the rise and career of Muhammed. Readings will be drawn from the Apocrypha of the New Testament, Christian lives of saints and lives of Greek philosophers—all of which will be approached as reflections of social, historical and geographical changes.

First semester. Professor Doran.

48f. Christian Thought in the Modern World. An examination of the writings of selected Catholic and Protestant theologians of the nineteenth and twentieth centuries in terms of two questions: What is the status of Christian belief in an age of science? What is the relationship of Christianity to non-Christian religions? The course will examine such issues as the relationship between religious commitment, theological doctrine, and scientific inquiry; and the authority of church and scripture in relationship to religious pluralism and the historical and cultural relativism of religion. Authors will include Ernst Troeltsch, George Tyrell, Dietrich Bonhoeffer, Karl Barth, Paul Tillich, Langdon Gilkey, Paul Ricoeur, Ian Barbour, John Cobb, Karl Rahner, and Hans Kung.

First semester. Professor Pemberton.

49. Christian Ethics. An examination of the theoretical structure of Christian Ethics and its application to contemporary individual and social questions. Attention will be given to such theoretical issues as the relation between philosophical and theological ethics, the relation of principle and situation in moral decision-making, and the status of love as a moral norm, as well as to specific questions concerning modern warfare, political obligation, economic inequality and bioethics.

First semester. Omitted 1983-84. Professor Wills.

Buddhism and Christianity: The Ethics of Transformation. See Luce Seminar 9.

First semester. Professors Tara-Rinpoche, Thurman, and Wijnhoven.

Human Rights: Religion, Morality and Foreign Policy. See Luce Seminar 10.

Second semester. Professors Little and Wills.

62. Topics in Indian Philosophy. A critical examination of the contributions of major Indian philosophers to the solution or dissolution of philosophical problems which have intensely concerned philosophers of all times and traditions. Reflections will focus on the phenomenology of the Abhidharma, as related to Vaisesika realism, on the idealistic epistemology of the Vijnanavada, as related to the Nyaya rationalism, and on the technique of radical criticism of the Madhyamika, as related to subsequent developments in Vedanta thought. Special attention will be given to the problems of philosophical languages in order to overcome the obstacle to thought posed by the difficulties of translation. Readings will include Vasubandhu's *Abhidharmakosa,* the *Nyayasutra,* the *Vaisesikasutra,* the *Nyayabindu,* the *Madhyamikakarika,* with other critical works by modern Indian and European authors, such as Shastri, Murti, Stcherbatski, Matilal, Potter, etc.

Requisite: Religion 11 or 12, Philosophy 11, or consent of the instructor. Second semester. Omitted 1983-84. Professor Thurman.

Anthropological Approaches to the Study of Religion. See Anthropology 31.

Not open to Freshmen. First semester. Professor Babb.

77. Conference Course. Required of candidates for Honors in Religion: Preparation and oral defense of a scholarly essay on a topic approved by the Department. Detailed outline of thesis and adequate bibliography for project required before Thanksgiving; preliminary version of substantial portion of thesis by end of semester.

Open to Seniors with consent of the instructors. First semester. The Department.

D78. Conference Course. Required of candidates for Honors in Religion: A continuation of Religion 77. A double course.

Open to Seniors with consent of the instructors. Second semester. The Department.

97, 98. Special Topics. Independent Reading Course. Reading in an area selected by the student and approved in advance by a member of the Department.

First and second semesters. The Department.

ROMANCE LANGUAGES

Professors Carre, Giordanetti and Johnson; Associate Professors Maraniss (Chairman) and Benítez-Rojo; Assistant Professors Clark, Margolis and Sommer†; Visiting Assistant Professors Huston and Nawar; Visiting Instructor Tejerina-Canal; Assistants.

The objective of the major, whether in French or in Spanish, is to achieve engagement with another culture directly through its language and principally by way of its literature. Literature, which joins imagination with observation, is here understood as the widest expression of a culture. A people, a milieu and a time are communicated by individual voices. To be sure, each voice is unique and transcends time and boundaries, but it shares its language and its culture. The distinction with our own culture and our individual selves merits serious linguistic training, study and reflection.

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†On leave first semester 1983-84.

Emphasis in courses is upon examination in some depth of significant authors or themes rather than on chronological survey. Our preference is for close reading of texts employing the critical tools developed in our time, but the text is not dislocated from the culture. Writers in French and in Spanish are exceptionally aware of their heritage, and an intelligent understanding of Romance Literatures calls for an acquaintance with the tradition and its evolution—hence, the requirement for all majors of a flexible distribution scheme among the centuries. Further, since the aim of the major is ultimately the understanding of a culture, a number of courses in French and in Spanish undertake to combine the study of texts with appropriate non-verbal representations. The Department will encourage the construction of a major in French or Hispanic Civilization for individual students, grouping courses in French or Hispanic Civilization for individual students, grouping courses in French or Spanish language and literature with courses from other disciplines at Amherst and in the Five-College area.

Whatever the track chosen, assurance and correctness in the use of a language form the ground for a successful completion of the major. Most of our courses are taught in the language. We assume a Junior year or a semester of foreign study to be the normal extension of study at Amherst for our majors. The comprehensive requirement must be satisfied by an active demonstration of linguistic competence, whether the option chosen by the major be a paper, an examination, or a formal oral presentation. In consultation with the major advisor and the department chairman, the major must set by the first week of the fall semester of the Senior year plans for satisfaction of the linguistic-competence requirement and the comprehension option. All aspects of the comprehensive evaluation must be completed no later than the seventh week of the second semester of the Senior year. Honors theses in French are written in the language. Majors who will be abroad during the Junior year must plan their comprehensive program, their foreign study, and the broad lines of their Honors project by the end of the Sophomore year. Majors in French or Hispanic Civilization must also be organized by the end of the Sophomore year.

The major in Romance Languages constitutes an effective preparation for graduate work but it is not conceived as strictly pre-professional training. It is rather an enlargement of the student's experience beyond the bounds of his or her national culture—humanistic training in a large sense. For our graduates the major in Romance Languages opens up fields of activity beyond national boundaries.

The French and Spanish departments within the Department of Romance Languages share a common philosophy. The application of that philosophy to their majors is detailed below.

French

Major Program. The Department of French aims at flexibility and response to the plans and interests of the French major within a structure that affords diversity of experience in French literature and continuous training in the use of the language.

A major in French (both *rite* and Honors) will normally consist of (a) eight courses within the Department or (b) six courses within the Department and two related courses chosen with departmental approval. All courses offered by the Department above French 3 may count for the major. The one rule of selection is that two of the six or three of the eight courses submitted for the major must be chosen from offerings in French literature before the nineteenth century.

The minimum level of competence in the language for a French major is that represented by superior work in French 7 or by passage of a proficiency examination set by the Department, normally by the end of the Sophomore year. To develop further expressiveness and clarity in written French, the major must choose (a) to take a special course in French stylistics; (b) to take a literature course in which particular attention will be given to the written work of the French majors; or (c) to meet regularly with a member of the Department to work on problems of writing.

The comprehensive program set by the Department in consultation with its majors will normally be completed by the end of the first semester of the Senior year. All majors will normally elect French 77 and a Special Topics course toward completion of the program.

Honors Program. In addition to the major program described above, a candidate for departmental Honors must present a thesis and sustain an oral examination upon the thesis. Candidates will normally elect D78 in the second semester of their Senior year.

Combined Majors. Course programs for a joint major in French and Spanish or French and other languages are arranged by the student in consultation with the instructors in those languages.

Interdisciplinary Majors. Interdisciplinary majors are established through the College Committee on Special Programs with the endorsement and cooperation of the Department or with the approval of individual members of the Department.

Foreign Study. A program of study approved by the Department for a Junior year in France has the support of the Department as a significant means of enlarging the major's comprehension of French civilization and as the most effective method of developing mastery of the language. Four Amherst French courses will be the minimum required for a major who has spent a Junior year abroad.

Graduating Seniors are eligible for two Exchange Fellowships for study in France: one fellowship as Teaching Assistant in American Civilization and Language at the University of Dijon; the other as Exchange Fellow, Ecole Normale Supérieure in Paris.

Placement in French language course. See individual course descriptions for placement indicators.

Placement in French literature courses. Unless otherwise specified, admission to courses in literature is granted upon satisfactory completion of French 5 or a course of equivalent level in secondary school French (Advanced Standing or a score of 600 in CEEB placement).

1. Elementary Course. This course features a rapid exposition of French grammar with emphasis on the acquisition of active skills (speaking, writing). Attention will be drawn to the overall structure of the language, to its linguistic particularities, as well as to the ways French society and institutions are reflected in the language. Three hours a week for explanation and demonstration, two hours a week in small sections plus laboratory drill for oral practice. Prepares for French 3.

For students without previous training in French. First semester. Professors Carre and Huston.

3. Intermediate Course. This course involves intensive review of grammar and oral practice along with reading and analysis of literary texts. Three hours a week for explanation and demonstration. Two hours a week in small sections plus laboratory for drill in oral comprehension of the language.

For students with less than three years of secondary school French who score below 500 in CEEB placement test. First semester. Professors Margolis and Nawar and Assistants.

3s. Intermediate Course. Same description as French 3.

Second semester. Professors Huston and Margolis and Assistants.

5. Language and Literature. An introduction to the critical reading of French literary and non-literary texts; a review of French grammar; training in composition, conversation and listening comprehension. Reading will be drawn from significant short stories, plays and poetry from the modern period, by Arab and African as well as French writers. The survey of different literary genres serves also to contrast several views of French culture. Conversation classes with native French assistants are an essential part of this program. Successful completion of French 5 prepares students for literature and advanced courses. Conducted in French. Three hours a week in class and two hours of conversation with French assistants.

For students with three or four years of secondary school French and a CEEB score between 500-600. First semester. Professors Carre, Huston and Nawar and Assistants.

5s. **Language and Literature.** Same description as French 5.

Second semester. Professors Carre and Nawar and Assistants.

7. **Intermediate French Composition.** Training in writing in a variety of modes: free composition, essays on assigned topics, set translation from English to French, etc. Emphasis will be on organization of material, facility and precision of expression, and characteristics of style. A review of French grammar will be an incidental but basic element of the work of the course. Three hours of classroom work a week.

For students who have completed French 5 or its equivalent in secondary school French (advanced standing or a score of 600 in CEEB placement). Limited to fifteen students. First semester. Professor Giordanetti.

7s. **Intermediate French Composition.** Same description as French 7.

Second semester. Omitted 1983-84. Professor Giordanetti.

8. **French Conversation. Contemporary France.** To gain as much confidence as possible in idiomatic colloquial French we discuss—undogmatically—French social institutions and culture. In general we try to appreciate differences between French and American viewpoints. Taking off sometimes from a lively, informative textbook and sometimes from selected newspaper articles, our conversational exchanges will touch upon such topics as French education, French art and architecture, the position of women, the spectrum of political parties, minority groups, religion and the position of France and francophonic countries in the world. Three major *colloques* with professor and assistant(s) and two *tables rondes* (discussion sessions) with assistant(s) a week.

Requisite: Satisfactory completion of French 5 or its equivalent. Second semester. Professor Margolis and Assistants.

11. **The Mannerist and the Baroque: Seminar in French Literature and Civilization in the Sixteenth and Seventeenth Centuries.** Survey of French literature and art from the early Renaissance through the end of the Classical period. Main concentration of the course will be on the literature, and readings will be selected from Rabelais, the Pléiade poets, Montaigne,

La Fontaine, Pascal, Corneille, Molière and Racine. In addition, special attention will be given to the School of Fontainebleau, the Mannerists and the Baroque in art and architecture, and their corresponding expression in literature. Conducted in French. Three hours of classroom work (in two seminar meetings) a week.

First semester. Professor Giordanetti.

12. Seminar in French Literature and Civilization Since the Seventeenth Century. Reading and discussion of selected texts, with investigation of various aspects of French art and civilization (e.g., architecture, painting, etc.). Concentration will be on the eighteenth and nineteenth centuries with, as time permits, some introductory materials from the twentieth century. Conducted in French.

Second semester. Professor Giordanetti.

13. The Nineteenth Century French Novel. As interpreters of experience, novels mirror themselves as they mirror the world, display their acts of representation along with their objects. If the commitment to realism in the novel supposes the belief that truth is effectively attained through fabulation, fiction can redeem its pardonable artifice by making its play manifest. Mimesis and mirroring will be the parallel central themes of this survey of the nineteenth century French novel, which will likely include works by Chateaubriand, Stendhal, Balzac, George Sand, Flaubert, Zola, and possibly others. Consideration will be given to reflections on the genre offered by Northrup Frye, Wayne Booth, Roland Barthes, and Gérard Genette. Conducted in English, with readings, papers and discussion in French offered for qualified students who desire it.

First semester. Professor Clark.

14. Advanced French Composition. Extensive practice in writing in a variety of styles: free composition, creative writing, translation from English to French.

Requisite: French 7 or its equivalent. Recommended for majors and advanced students. Second semester. The Department.

15. Contemporary French Novel: Crisis and Transformation. After an initial look at the vicissitudes besetting the genre in the aftermath of naturalism, we will broadly survey the long series of novelistic experiments, both technical and ideological, which begins around the time of the first World War and continues feverishly through the *nouveau roman* in the '50s. Selected works of Proust and Gide will be shown to culminate and dismantle simultaneously the grand narrative tradition of the nineteenth century. Novels by Breton, Duras and Sarraute will be offered as attempts to reappraise the resources and limits of character, plot and description. Concurrently, as reflected in their fictions, Sartre's existentialism, Breton's surrealism and Malraux' ill-fated overtures to Communism and to the

East will provide some insight into the complicated but obstinate relation between narrative art and politics. Conducted in French. Three hours of classroom work per week.

First semester. Omitted 1983-84. Professor Clark.

16. Literature in French Outside Europe. An introduction to the poetry and prose of French-speaking writers from Canada, North Africa, West Africa, and the Caribbean. Readings and discussion will turn around the question of whether or not the experience and thoughts of authors who live far from France differ in fundamental ways from those of their European counterparts. What is brought along with language and literary forms which have their roots in the world of Bossuet and Racine? General considerations, however valid, will be seen to give way to appreciations of the very different literary conditions which prevail in each francophone region. Religious conservatism in Canada, decolonization and neo-colonialism in North and West Africa, the black experience in West Africa and the Antilles, all require different approaches, different ways of reading. Texts may include works by Germaine Guevrement, Gérard Dessotte, Albert Memmi, Sembène Ousmane, Aimé Césaire, Léopold Senghor, or others. Conducted in French. Three hours of classroom work per week.

Second semester. Professor Clark.

21. Introduction to French Medieval Literature. Selected readings in Medieval French poetry and prose in original and in translation. The history and varieties of Old French, together with some Old Provençal, are explored and taught in such a way as to provide students with the opportunity to acquire reading knowledge and also a more vivid sense of Medieval French culture. Readings for the most part are brief but to be read carefully, with literary awareness emphasized over linguistic analysis. Longer works mostly in translation. Texts to include *Chanson de Roland*, troubadour poetry, *Lais* of Marie de France, *Yvain* of Chrétien de Troyes, Froissart's *Chronicles, Farce de Maître Pathelin,* and poetry of Christine de Pizan, Charles d'Orléans and François Villon. Conducted in English. Reading knowledge of French essential; Latin, other Romance Languages and/or Middle English helpful. Students will be asked to write short critical papers and to read and translate in class, along with general discussion of the works. Three hours of classroom work per week.

Limited to fifteen students. First semester. Omitted 1983-84. Professor Margolis.

23. Baudelaire, Rimbaud and Apollinaire. A study in depth and discussion of the poetry and poetics of three makers of modern poetry in France: Baudelaire, Rimbaud and Apollinaire. Particular attention to *Les Fleurs du Mal, Une Saison en Enfer, Alcools* and *Calligrammes*. Conducted in French. Three hours of classroom work per week.

Not open to Freshmen except with consent of the instructor. First semester. Omitted 1983-84. Professor Carre.

24. Surrealism and Its Poets. Close readings of the poetry of the French Surrealists. Particular attention will be given to the poetics of the movement, its innovations with regard to metrics and metaphor, as manifest in the poetry itself. The larger relationships forged by the Surrealists between their art and psychoanalysis on the one hand, between their art and politics on the other, will also be explored. Texts will include those of Breton, Eluard, Aragon and Desnos. Supplementary readings from poetic precursors and heirs, as well as from Freud and Marx. Conducted in French. Three hours of classroom work per week.

Not open to Freshman except with consent of the instructor. Second semester. Omitted 1983-84. Professor Huston.

25s. The Spirit of French Humanism: Rabelais and Montaigne. Analysis of the history of ideas and literary style of the French Renaissance as centered on Rabelais and Montaigne. In depth reading of *Gargantua, Pantagruel* and *Tiers Livre* of Rabelais and the *Essais* of Montaigne. Themes and motifs in these works to be highlighted by discussion of poetry of Scève, Labé, Ronsard, Du Bellay, and d'Aubigné. The use of irony and satire is examined as well as serious discourse and dialectics approaching the notion of man as the measure of all things. Knowledge of Classical literature and/or language very helpful but not mandatory. Conducted in French. Three hours of classroom work a week.

Second semester. Omitted 1983-84. Professor Margolis.

26. Humanists and Humanisms. An exploration of the concept and function of humanism with particular attention to the French Renaissance humanists. Beginning with the Ciceronian ideal of *studia humanitatis,* the course will trace its development in the works of the first humanists—those emulating the Greek and Roman authors—in the Carolingian age, the twelfth century, the Parisian "pre-humanist" period, to its culmination in the works of Rabelais and Montaigne. We shall then look at the modern use and abuse of the term humanism and its relationship to other "isms" as we examine the evolving role of the intellectual with respect to art, religion and politics in its oscillation between commitment and detachment. Readings to include such authors as Cicero, Boccaccio, Jean de Meun, Rabelais, Montaigne, Garnier, Nietzsche, Sartre and Barthes. Conducted in English. All readings in English translation.

Second semester. Omitted 1983-84. Professor Margolis.

27s. French Literature of the Seventeenth Century: Grâce, Gaieté, Galanterie. Reading and discussion of major writings of the "Grand siècle," centered around the motifs of *grâce, gaieté,* and *galanterie* as defined throughout the course. We shall read representative works of Pascal and

Descartes, with some attention to Bossuet; Corneille; Racine; Molière; an introduction to the poetry of Saint-Amant and Théophile de Viau; selected fables and other poems of La Fontaine, with reflection on the spirit of satire and the critical theory of Boileau. Finally, the *Princesse de Clèves* will be examined as the first psychological novel. Such a variety of literary forms, when considered along the lines of the above-mentioned concepts, should provide a truer and more complete understanding of the so-called "classical ideal," the related themes of *préciosité*, the *"honnête homme,"* and the conflict between tradition and modernity than is provided in the familiar unidimensional interpretation of seventeenth century literature. Conducted in French. Three hours of classroom work per week.

Second semester. Professor Margolis.

28f. French Comic Theater. Study and discussion of the plays, dramatic theory and practice of five creators of the French comic theater: Molière, Marivaux, Beaumarchais, Musset and Feydeau. Conducted in French. One three-hour seminar meeting a week.

Requisite: French 5, advanced placement or 600 CEEB. Limited to twenty students. First semester. Professor Carre.

31s. The Age of Enlightenment. A study of the literature of the eighteenth century from the Regency to the Revolution, its relations to the intellectual, esthetic, and social changes of the Enlightenment, the development of new literary forms. Particular emphasis will be given to Voltaire, Rousseau, and Diderot. Conducted in French. One three-hour meeting a week; discussion, oral reports, one term paper on individual related topics.

Requisite: An introductory course conducted in French. Not open to Freshmen except with consent of the instructor. Second semester. Professor Giordanetti.

33s. The Romantic Imagination. A study of the origins and development of the European phenomenon of Romanticism of the early nineteenth century. The movement will be considered in several of its manifestations, in music, painting and architecture in addition to literature. Conducted in French. One three-hour seminar a week; one term paper on individual related topics.

Limited to fifteen students. Please consult instructor before enrolling. Second semester. Professor Giordanetti.

35s. Tradition and Anti-tradition in the Twentieth-Century French Theater. An analysis of plays and dramatic theories: Claudel, Romains, and Giraudoux as representatives of the tradition; Jarry, Artaud, Cocteau, Ionesco, Beckett, Ghelderode and Genet as makers of a new theater. Conducted in French. Three hours of classroom work a week.

Second semester. Omitted 1983-84. Professor Carre.

37s. Camus and Sartre. Existentialism and *engagement.* Readings and discussion of the major works, literary and theoretical, of the two authors, concluding with an examination of the controversy that opposed Camus to Sartre and the *Temps Modernes* group on the nature of the artist's commitment to society. Conducted in French. Three hours of classroom work a week.

Not open to Freshmen except with consent of the instructor. Second semester. Professor Carre.

77, D78. Conference Course for Seniors. A single and a double course.

First and second semesters. The Department.

97, H97, 98, H98. Special Topics. Independent Reading Courses. Full or half courses.

Approval of the Department chairman is required. First and second semesters.

Spanish

Major Program. The Department of Spanish expects its majors to have a broad and diverse experience in the literatures and cultures of Spanish-speaking peoples. To this end, continuous training in the use of the language and travel abroad will be emphasized.

A major in Spanish (both *rite* and Honors) will normally consist of (a) eight courses within the Department or (b) six courses within the Department and two related courses chosen with departmental approval. Majors are expected to take Spanish 16 and 17 or their equivalents. All courses offered by the Department above Spanish 3 may count for the major. At the minimum each major should develop a reasonable familiarity with the Golden Age, Spanish America, and Modern Spain.

The minimum level of competence in the language for a Spanish major is that represented by superior work in Spanish 7 *or* by passage of a proficiency examination set by the Department, normally at the end of the Sophomore year. To develop further expressiveness and clarity in written Spanish, the major must choose (a) to take a literature course in which particular attention will be given to written work of the major; or (b) to meet regularly with a member of the Department to work on problems of expression and style.

The comprehensive program set by the Department in consultation with its majors will normally be completed by the end of the first semester of the Senior year.

Honors Program. In addition to the major program described above, a candidate for departmental Honors must present a thesis and sustain an oral examination upon the thesis. Candidates will normally elect D78 in the second semester of their Senior year.

Combined Majors. Both *rite* and Honors majors may be taken in combination with other fields, e.g., Spanish and French, Spanish and Religion, Spanish and Fine Arts. Plans for such combined majors must be approved in advance by representatives of the departments concerned.

Interdisciplinary Majors. Interdisciplinary majors are established through the College Committee on Special Programs, with the endorsement and cooperation of the Department or with the approval of individual members of the Department.

Study Abroad. Students majoring in Spanish are encouraged and expected to spend a summer, a semester, or a year studying in Spain or Spanish America. Plans for study abroad must be approved in advance by the Department.

Placement in Spanish language courses. See individual course descriptions for placement indicators.

Placement in Spanish literature courses. Unless otherwise specified, admission to courses in literature is granted upon satisfactory completion of Spanish 5 or a course of equivalent level at another institution (a score above 600 in the CEEB reading and listening texts, or Advanced Standing).

1. Elementary Spanish, Part I. Grammar, pronunciation, oral practice, and reading. Major emphasis on speaking and on aural comprehension. Five hours a week in class, plus regular work in the language laboratory.

For students without previous training in Spanish. This course prepares for Spanish 3s. First semester. Professor Tejerina-Canal and Assistants.

3. Elementary Spanish, Part II. Intensive review of grammar and oral practice. Reading and analysis of literary texts. Three hours of week in class plus laboratory. Prepares for Spanish 5 and in some cases for more advanced language or literature courses.

For students with less than three years of secondary school Spanish who score below 500 in CEEB placement test. First semester. Professor Tejerina-Canal and Assistants.

3s. Elementary Spanish, Part II. A continuation of Spanish I. Same description as Spanish 3.

Second semester. Professor Sommer and Assistants.

5. Language and Literature. An introduction to the critical reading of Spanish literary and non-literary texts; a review of Spanish grammar; training in composition, conversation and listening comprehension. Conducted in Spanish. Three hours a week in class and two hours of laboratory and conversation.

For students with three or four years of secondary school Spanish and CEEB score between 500-600. First semester. Professor Maraniss and Assistants.

5s. Language and Literature. Same description as Spanish 5.
Second semester. Professor Sommer and Assistants.

7s. Intermediate Spanish Composition. Rapid review of Spanish grammar, practice in set translation and free composition. Three hours of classroom work a week plus additional study in small sections with Spanish-speaking assistants and in the laboratory. Conducted in Spanish.

For students who have completed Spanish 5 or the equivalent in secondary school Spanish (advanced standing or a score above 600 in CEEB placement). Second semester. Professor Benítez-Rojo and Assistants.

16. Introduction to Spanish Literature. A study of Spanish consciousness from the beginning through the Golden Age. Emphasis on the chivalric and picaresque traditions, mystical poetry, sacred and secular drama, and the invention of the novel. Conducted in Spanish.

For students who have completed Spanish 5, or the equivalent in secondary school Spanish (advanced standing or a score above 600 in CEEB placement). Second semester. Professor Maraniss.

17. Introduction to Spanish-American Literature. An examination of the major literary contributions of Latin America from *Popol Vuh* to the "boom." Among the writers to be discussed are el Inca Garcilaso, Sor Juana Inés de la Cruz, Hernández, Borges, García-Márquez. Students will be asked to place these authors in a context of world literature as well as in the historical and social milieux from which they spring.

For students who have completed Spanish 5 or the equivalent (advanced standing or a score above 600 in CEEB placement). First semester. Professor Benítez-Rojo.

21. Poetry of the Golden Age. The course will begin with readings of the major Baroque poets Quevedo and Góngora, and will then consider the poetry of Garcilaso de la Vega, San Juan de la Cruz, Fray Luis de León and Lope de Vega. Conducted in Spanish.

Requisite: Spanish 16 or the equivalent. Not open to Freshmen. First semester. Omitted 1983-84. Professor Maraniss.

24f. Modern Spanish Literature. Readings from major writers of the Spanish generations of 1898 and 1927: Unamuno, Baroja, Azorín, Machado, Valle-Inclán, Ortega y Gasset, Miró, García Lorca, Salinas, Alberti, Guillén, Cernuda. Conducted in Spanish.

First semester. Professor Maraniss.

33s. Spanish Culture from the Civil War to the Present. Poetry, prose, theater, and cinema created during and after the Spanish Civil War by Spaniards inside and outside of Spain. The problems and responsibilities of the artist and the intellectual in times of war and in times of dictatorship, as well as in the post-Franco period. Conducted in Spanish.

Requisite: Spanish 16 or the equivalent. Second semester. Omitted 1983-84. Professor Maraniss.

34. The Search for Identity: Latin American Thought. This course will trace the issues of cultural and political self-definition from the Colonial period in such writers as Ercilla, Garcilaso de la Vega, el Inca; through the romantic period of independence with Sarmiento, Martí, Darío, Rodó; to the present with Paz, Neruda, Guevara, Retamar and others. Special attention will be given to the similarities and differences between North and South America in their analogous projects of self consciously constructing specifically American culture and politics. We will also attempt to define the constitutive properties of literature defining the national cultures. Conducted in Spanish.

Requisite: Spanish 17 or the equivalent. Second semester. Professor Benítez-Rojo.

36. Readings in Seventeenth-Century European Theater. Selected plays of Lope de Vega, Calderón de la Barca, Tirso de Molina, Corneille, Racine, Molière and Shakespeare will be read in the original languages whenever possible. Through close readings of representative works, an understanding of the national dramas of Spain, France and England will be approached. The course may be counted toward a major in Spanish by those who read and write essays in Spanish on the appropriate works. Conducted in English.

Second semester. Omitted 1983-84. Professor Maraniss.

37. Readings in the Hispanic Novel. Readings and discussion about man's relation to himself and nature. Selected works from such authors as Delibes, Rivera, Vargas Llosa, Gallegos, Güiraldes, Arguedas, and García Márquez. Conducted in Spanish.

First semester. Professor Benítez-Rojo.

41. The Boom: Spanish-American Literature of the Sixties and Seventies. Recent prose works by leading Spanish-American authors will be considered both as they contribute to the tradition of Western narrative and as attempts to articulate what is perceived as a rapidly, sometimes violently, changing society. The experiments in narrative technique will thus be related to the process of making sense of the modern world. Works by Gabriel García Márquez, Carlos Fuentes, Jorge Luis Borges, Julio Cortázar, Juan Rulfo and Guillermo Cabrera Infante will be read in the original language whenever possible. The course will be divided into two sections, one conducted in Spanish for those who can read Spanish, the other in English for those who cannot.

First semester. Omitted 1983-84. Professor Sommer.

42. The Spanish Caribbean and Its Literature. The cultural history of the Spanish Caribbean, with a focus on Cuba, will be studied in a variety of texts (prose fiction, testimonies, journalism, poetry and conventional histories). The course will span the period from the Conquest to recent times. Among the issues to be addressed will be the significance of the Caribbean to the general cultural history of the Americas, and the relationship between "objective" writing and creative work. Conducted in Spanish.

Second semester. Omitted 1983-84. Professor Benítez-Rojo.

43. Cervantes. *Don Quijote de la Mancha* and some exemplary novels will be read, along with other Spanish works of the time, which were present at the novel's birth. Students will also be asked to deal with Cervantes in connection with other writers whom he may have influenced, e.g., Sterne, Dickens, Flaubert, or Mark Twain. The course will be divided into two sections, one for those who will read and discuss Cervantes in Spanish, and one for those who will do so in English. English section limited to twenty-five students.

First semester. Omitted 1983-84. Professor Maraniss.

45. Modernista Prose and Poetry. Reading and discussion of works by such writers of *literatura pura* (1890-1920) as Martí, Casal, Gutiérrez Nájera, Silva, Darío, Larreta, Díaz Rodríguez, Quiroga, and the young Neruda. Literary translations will be attempted. Conducted in Spanish.

Requisite: Spanish 16, 17 or the equivalent. First semester. Omitted 1983-84. Professor Johnson.

77, D78. Conference Course for Seniors. A single and double course.

First and second semesters. The Department.

97, H97, 98, H98. Special Topics. The Department calls attention to the fact that Special Topics courses may be offered to students on either an individual or group basis.

For example, during the fall semester Professor Johnson is interested in working with a few students individually or in a small group who wish to explore the following areas: Pre-Columbian Indian civilizations, with emphasis on Mesoamerica and the Caribbean; interplay of Spanish and Indian cultures in the early sixteenth century; Spanish voyages and settlements in the New World (early sixteenth century) with emphasis on the east coast of North America.

Students interested in forming a group course on some aspect of Spanish life and culture are invited to talk over possibilities with a representative of the Department. When possible, this should be done several weeks in advance of the semester in which the course is to be taken.

First and second semesters.

RUSSIAN

Professor Peterson (Chairman); Associate Professors Rabinowitz and J. Taubman; Assistant Professor Slobin; Visiting Assistant Professor Sandler; Associate in Russian Schweitzer.

Major Program. There are two possible options for the Russian major.

Russian Language and Literature. The major will consist of Russian 11 and 12; Russian 21, 22, 23; at least one of the literary seminars (25, 27, 28, 37); and two other Russian courses approved by the Department, one of which may be a course in Russian history or politics. (Russian 1 through 4 will not count toward the major.)

It is recommended that the major take History 31-32 (Survey of Russian History) and at least two or three courses in one other literature (preferably English, French or German).

Russian Studies: The major will consist of Russian 11 and 12, at least two courses in sequence among Russian 21, 22, 23, plus three other courses, chosen in consultation with the student's advisor, which together form a coherent plan for the study of Russia and its civilization. (Russian 1 through 4 will not count toward the major.)

In addition to acquiring proficiency in Russian, Russian Studies majors will also be expected to choose a social science discipline (History, Political Science or Economics) as a methodological focus: They must take at least two courses in the chosen discipline, ordinarily including the introductory 11 course. (These two courses may not be counted toward the major; they are a prerequisite for majoring in Russian Studies.)

Comprehensive Examination. Senior Comprehensives in the Russian Department consist of three parts: (1) a written translation and commentary examination; (2) a written essay on a field specified by the student in conjunction with his/her advisor; (3) an oral examination covering the entire program of study. For Russian Literature students, the special field will ordinarily be a period or genre. For Russian Studies majors, the essay question will be on Russian history, Soviet politics or Soviet economics. Reading lists in Russian literature and the social science disciplines and a more detailed description of the comprehensive exam are available at the department office.

Honors Program. In addition to the requirements for the major program, the Honors candidate must take Russian 77-78 during his or her Senior year and must prepare a thesis on a topic approved by the Department.

Slavic Studies. A student at Amherst College may develop a program in Slavic Studies from courses offered here and at Mount Holyoke and Smith Colleges and the University of Massachusetts. Courses in the fields of anthropology, economics, government and political science, history, Polish, Russian, and sociology which may be included in a Slavic Studies program are listed in a booklet published by the Office of the Five College Coordinator, which is available from the Registrar.

Study Abroad. Any student who has studied Russian for two years or more and wishes to put to the test his or her ability to operate in the language may take advantage of the Interterm in Russia. This is organized by the Russian Department of Amherst in cooperation with other Russian Departments in the Valley, using the January break, to make possible travel to Russia at minimal cost. The participating students will be accompanied by a faculty member; the three weeks spent in Russia are usually divided among Leningrad, Moscow and Kiev. While not a formal academic activity, the Interterm in Russia should be considered to fall logically between Russian 11 and Russian 12, and thus to be an aspect of Studies in Russian Language and Culture. Accordingly, participation may be limited to students who are either enrolled in Russian 11 or can show equivalent (or superior) proficiency in the language.

Students who are interested in spending more than three weeks in the Soviet Union are urged to consult with the Russian Department about the Summer and/or Semester Programs at Leningrad and the Pushkin Institute in Moscow which are open to qualified American undergraduates.

1. First-Year Russian. The fundamental structure of Russian demonstrates how a language strives to maintain itself as a functional, strongly coherent system. Stress is laid on a knowledge of the patterns and shapes of the language's building materials rather than on an endless memorization of forms. Pronunciation, oral practice, reading, writing. Some sessions conducted primarily in Russian. Five meetings per week plus weekly work in the language laboratory.

First semester. Professors J. Taubman and Slobin.

2. First-Year Russian. Continuation of Russian 1.

Requisite: Russian 1 or equivalent. Second semester. Professor Sandler.

3. Second-Year Russian. Intensive review and further study of grammar. Systematic vocabulary building, both active and passive. Reading of literary and non-literary texts and selected poetry. Development of aural comprehension and oral fluency. Brief writing assignments. Conducted increasingly in Russian. Four class meetings plus language laboratory work weekly.

Requisite: Russian 2 or equivalent. First semester. Professor Rabinowitz.

4. **Second-Year Russian.** Continuation of Russian 3.

Requisite: Russian 3 or equivalent. Second semester. Professor Slobin.

11. **Third-Year Russian: Studies in Russian Language and Culture.** Reading and discussion of selected works of Russian prose and poetry, both classical and modern. Included among the readings will be literary criticism, as well as historical, philosophical, and publicistic writings. Conducted mostly in Russian. (Systematic vocabulary building; selective grammar review; oral and written reports.) Three meetings per week.

Requisite: Russian 4 or equivalent. First semester. Professor Sandler.

12. **Third-Year Russian: Studies in Russian Language and Culture.** Continuation of Russian 11.

Requisite: Russian 11. Second semester. Professor Rabinowitz.

21. **Survey of Russian Literature, Part I.** After a brief consideration of pre-modern Russian writing, this course will focus on the evolution of nineteenth-century narrative forms, from Pushkin to the earliest works of Dostoevsky and Tolstoy. Special emphasis will be given to the innovative and experimental novels and short stories created by Russian writers aware of their culture's struggle with European influences. Authors read range from the famous Russian "romantics" (Gogol, Lermontov, Dostoevsky) to the great Russian "realists" (Goncharov, Turgenev, Tolstoy), all of whom pay homage to the "classic" works of Pushkin. The literary texts studied will be placed in their wider social and cultural context, European as well as Russian. Readings in translation, with special assignments for those able to read in Russian.

First semester. Professor Peterson.

22. **Survey of Russian Literature, Part II.** An examination of major Russian writers and literary trends from about 1860 to the Bolshevik Revolution as well as a sampling of Russian emigre literature through a reading of representative novels, stories, and plays in translation. Readings include important works by Dostoevsky, Tolstoy, Chekhov, Gorky, Sologub, Bely, Bunin and Nabokov. The evolution of recurring themes such as the breakdown of the family, the "woman question," madness, attitudes toward the city, childhood and perception of youth.

Second semester. Professor Rabinowitz.

23s. **Russian Literature Since the Revolution.** Russian literature since 1917 in its cultural and political context. Emphasis on the connections with the Silver Age which preceded the Revolution and provided the impetus for arts and literature of the early Soviet period. The course will focus on experimentation in writing (Bely, Zamyatin, The Serapion Brothers); the role of the visual arts (Eisenstein, Vertov); the position of the artist in the new social order (Babel, Mayakovsky, Bulgakov); the poet as witness and conscience (Pasternak, Mandelshtam, Akhmatova); socialist realism (Gladkov); post-Stalinist writing (Sinyavsky, Pasternak, Solzhenitsyn). Readings in translation with selected texts in the original for students of Russian. Two class sessions per week.

Second semester. Professor Slobin.

25. Seminar on One Russian Writer: Vladimir Nabokov. An attentive reading of works spanning Nabokov's entire career, both as a Russian and English (or "Amero-Russian") author, including his autobiographical and critical writings, as well as his fiction and poetry. Special attention will be given to Nabokov's persistent meditations on the experience of exile and the irreplaceable nature of experienced Time. Students will be encouraged to compare Nabokov's celebration of memory and the creative imagination with similar praises of the mind's "artificial worlds" in other modern writers, e.g., James, Proust, Borges, Barth. Two class meetings per week with an additional hour as arranged by the instructor. Offered in alternate years.

Open to Juniors and Seniors (and Sophomores with consent of the instructor). First semester. Omitted 1983-84 at Amherst College. To be given at Mount Holyoke College as Russian 213. Professor Peterson.

27. Dostoevsky and Russian Literature. While the focus of this course is Dostoevsky's artistic and philosophical evolution, his fiction is analyzed with constant reference to the Russian writers who had the greatest impact on it. Examples of Dostoevsky's early writing are studied alongside their Gogolian models (*Poor Folk* and "The Overcoat"; "The Double" and "The Diary of a Madman" and "The Nose"; "White Nights" and "Nevsky Avenue"). Dostoevsky's middle period is represented by *Notes From Underground,* which is read in conjunction with excerpts from Chernyshevsky's *What Is To Be Done?* Three major novels of Dostoevsky's mature period are discussed, each preceded by an investigation of important Russian influences on it: *Crime and Punishment* (and Pushkin's "Queen of Spades" and "Mozart and Salieri"); *The Possessed* (and Lermontov's *A Hero of Our Time*); *The Brothers Karamazov* (and two medieval saints' lives). Topics for consideration include: Dostoevsky's creation of the novel-tragedy and the polyphonic novel, the treatment of alienation and the theme of the double, Dostoevsky's assessment of reason and utopian thought, the role of the city, the meaning of freedom and atonement. Conducted as a mixture of lectures and seminars.

Not open to Freshmen. First semester. Professor Rabinowitz.

28. Tolstoy and the Novel. Tolstoy was tormented through his very long life by the elusive nature of personal identity, i.e., how he knew who he was and how he could transmit a pursuit of self in his characters. In the nineteenth century the novel evolved sophisticated techniques for following the quests of different kinds of heroes. Against the background of some shorter works, we will read Tolstoy's novels, *War and Peace* and *Anna Karenina*, as exemplary novels, and will try to understand them in the context of Western notions about the novel which affected Tolstoy. As we trace Tolstoy's changing view of himself and his writings, several problem areas will recur, including the possibility of historical change, the necessity of belief in God, the never-to-be-resolved obsession with women. Finally, we will study Tolstoy's belated theories of art in *What is Art?*, his *Confession*, and some late parables to understand why Tolstoy ultimately rejected his own novels and denounced the project of the novel as such. One seminar meeting per week.

Second semester. Professor Sandler.

33. Advanced Studies in Russian Language and Culture, Part I. Intensive study of selected texts in Russian literature and culture, concentrating on a theme, or the work of a particular writer, or a literary genre such as drama, memoir or the short story. Lectures will be conducted in Russian. One goal of the course is to refine the students' mastery of written and oral expression in Russian. Two class sessions per week.

First semester. Professor Slobin.

H33. Advanced Studies in Russian Language and Culture, Part I.

First semester. Omitted 1983-84.

34. Advanced Studies in Russian Language and Culture, Part II.

To be given at Mount Holyoke College as Russian 304s (Topics in Russian Culture: Mikhail Bulgakov).

Second semester. Associate in Russian Schweitzer.

H34. Advanced Studies in Russian Language and Culture, Part II. A continuation of Russian 33.

Second semester. Omitted 1983-84. Professor Slobin and staff.

37s. Modern Russian Poetry. The nineteenth century was the age of the Russian novel, the twentieth has been the age of Russian poetry. This course will focus on six twentieth-century poets: Blok, Mandel'stam, Akhmatova, Tsvetaeva, Pasternak, and Brodsky, paying particular attention to the ways in which their work interacts with Russian history, with their audience, their tradition, and the work of their contemporaries. We will read memoirs, such as Nadezhda Mandel'stam's *Hope Against Hope* and *Hope Abandoned*, or Lidia Chukovskaya's *Notes on Anna Akhmatova*, for insight into modern Russian culture and history. Course conducted in English; poetry will be read in the original (bi-lingual texts available). Two meetings per week.

Requisite: a reading knowledge of Russian (ordinarily Russian 3 or its equivalent) or consent of the instructor. Second semester. Professor J. Taubman.

77, 78. Senior Honors Course. Meetings to be arranged. Open to, and required of, Seniors writing a thesis.

First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. The Department.

WOMEN'S STUDIES

There are some courses in the Amherst curriculum which make a special point of discussing the lives and history of women in recognition of the fact that women are or should be among the subjects of study in various disciplines. These courses include (in 1983-84) for example: Sex Role Socialization (Psychology); Readings in American Literature: American Women Novelists Between 1853 and 1935, Women and Photography, The Language of Film, Women and Fiction in the Nineteenth Century (English); Modern European Social History (History).

There are, as well, a large number of courses at the other Valley institutions which focus on women. A Five College brochure, issued annually (with supplemental editions during the year), is available at the Registrar's Office and at the Five College Office.

A student at Amherst College may develop an interdepartmental major program in an area of women's studies from courses offered here and at the other institutions of the Five Colleges. A student who wishes to construct such a major should, after consultation with Faculty in the appropriate departments, submit a proposed program to the Committee on Special Programs.

FIVE COLLEGE COURSE OFFERINGS BY FIVE COLLEGE FACULTY

JOSEPH BRODSKY, Five College Professor of Literature (at Mount Holyoke College under the Five College Program).

English 245s. Lyric Poetry. Study, based on close analysis of texts, of the works of Thomas Hardy, W.H. Auden, Robert Frost, Constantine Cavafy, R.M. Rilke, and others. Requirements will include two ten-page papers and memorization of approximately one thousand lines from the above authors' works.

Not open to Freshmen. Limited to thirty students. Second semester. Mount Holyoke College.

Comparative Literature 242b. Post-war Poetry of Eastern Europe. An examination of the contemporary poetry of Poland, Czechoslovakia, Hungary, and Yugoslavia.

Second semester. Smith College.

JOHN J. CONWAY, Professor of Canadian History (at the University of Massachusetts/Amherst under the Five College Program).

History 297c. Canadian and American Political Theory in Historical Perspective. In North America in the eighteenth and nineteenth centuries, British political theory separated into its whig and tory components: the whig finding its fullest expression in the United States, the tory in Canada. As a result, one country is a republic, the other a constitutional monarchy, one congressional, the other parliamentary. Both claim to be democracies. The seminar will examine this thesis together with the origins and some of the consequences of Canadian toryism and American liberalism.

First semester. University of Massachusetts.

389. Contemporary Canada: The Problem of Survival. The future of Canada as an independent country will be heavily influenced by internal and external forces. There are strong separatist movements in the province of Quebec and in several of the western provinces. The political, economic, cultural and military power and proximity of the United States seem well on the way to obliterating the differences between the two countries. This seminar examines twentieth century Canada in order to discover what options are available if unity and independence are to be maintained.

Second semester. Mount Holyoke College.

SANDRA L. GRAHAM, Assistant Professor of Latin American History (at Mount Holyoke College under the Five College Program).

History D115f. Coffee and Slaves: A Plantation Community in Nineteenth-Century Brazil. An introduction both to the craft of the social historian and to Latin America's past through the particular issue of Brazilian slavery. By intensive examination of primary materials that include wills, letters, photographs, maps, manuscript census lists, and letters of manumission, we shall reconstruct the experiences of slaves and masters who lived on the coffee plantations of nineteenth century Brazil.

First semester. Mount Holyoke College.

History 359. History of Brazil Since Independence. Against a background of transforming events—independence from Portugal in 1822, abolition of slavery in 1888 and establishment of republican government, the Vargas dictatorship from 1930, military coup d'etat in 1964, and aftermath of the economic "miracle"—we will focus on the interpretive themes of paternalism and patronage, ritual in religion and politics, forms of popular protest, and the prominence of an urban mentality. Discussion based on a critical reading of selected contemporary histories, novels, and regional studies, as well as on several Brazilian films.

First semester. University of Massachusetts.

History 287s. Topics in Latin American History: Rebellion in the Backlands of Brazil. Destruction by military forces of Antonio Conselheiro and his followers at Canudos in the interior of northeastern Brazil in 1897 presents the historian with puzzling questions of interpretation. Should we understand those who surrounded Conselheiro principally as millenarians inspired by religious fervor, as popular political protestors, or as wandering women and men made desperate by poverty, their plight worsened by severe drought? Similarly, how are we to read the actions of the military? The relatively brief events at Canudos radiate out to an examination of politics in the early years of republican government and to the underlying cultural assumptions that shaped contemporary understandings.

Second semester. Mount Holyoke College.

History 102b, Proseminar. Coffee and Slaves: Plantation Society in Nineteenth-Century Brazil. Through an intensive examination of primary materials—including wills, photographs, manuscript census lists, letters, and maps—we will take up the social historian's enterprise of reconstructing the social experience of slaves and masters, attending particularly to their renderings of experience.

Second semester. Smith College.

THOMAS F. KELLY, Associate Professor of Music and Director of Early Music at the Five Colleges.

The Five College Early Music Program, founded in 1979, seeks to provide educational and musical experience for those interested in the music of the Middle Ages, the Renaissance, and the Baroque era. A faculty of distinguished performers and scholars provides practical and theoretical experience in the performance of early music. An extensive collection of Medieval, Renaissance, and Baroque instruments is available to students for study and performance; and there are extensive holdings in the music libraries of the five colleges. Students interested in early music are encouraged to participate actively in one or more of the performing groups which meet regularly with a coach. Ensembles are organized at all levels of ability, from beginner to expert, to accommodate student progress throughout a four-year academic program. Concerts throughout the year by visiting artists and by faculty and student groups are presented by the Music Departments and the Early Music Program.

Music 21. History of Western Music I. A study of music written during the Medieval, Renaissance, and early and middle Baroque periods of music history. The emphasis is on the stylistic characteristics of these periods and of individual composers, as observed in the close study of the shape and effectiveness of specific pieces. Relationships among music, the visual arts, and historical events will be included.

Requisite: Music 11 or 11s, 31 at Amherst College, or consent of the instructor. First semester. Amherst College.

W. ANTHONY K. LAKE, Five College Professor in International Relations (at Amherst College under the Five College Program).

Political Science 30f. The Vietnam War. This course will review the origins of the Vietnam War and American intervention in it; the domestic impulses for deepening involvement and then withdrawal; the history of negotiations to find a peaceful settlement; and the effects of the war on U.S. foreign policies. Throughout the course, the war will be discussed in the context of broader international events and trends in American thinking about the U.S. role in the world. Students will be encouraged to consider the "lessons" they believe should be drawn from this experience. Classes will include lectures and discussion.

First semester. Amherst College.

Social Science 299. Case Studies in American Foreign Policy. A detailed examination of some decisions that have been central to American foreign policy since World War II, covering such cases as the Korean and Vietnam Wars, the Suez Crisis, the Bay of Pigs and the Cuban Missile Crisis, SALT I and SALT II, and U.S. policy towards Southern Africa. In each case the course will analyze the events and substantive choices facing policy-makers, the bureaucratic and political contexts in which they acted, and the general foreign policy views they brought to bear on these decisions. Each case study will provide a basis for discussion of bureaucratic behavior, relations between the Executive Branch and Congress, the ways in which domestic politics shape foreign policies, and the role of the press.

First semester. Hampshire College.

Politics 273s. Cases in American Foreign Policy. Same course description as Social Science 299.

Second semester. Mount Holyoke College.

Government 247b. Cases in America Foreign Policy. Same course description as Social Science 299.

Second semester. Smith College.

J. MICHAEL RHODES, Five College Associate Professor of Analytical Geochemistry (at the University of Massachusetts under the Five College Program).

Geology 590A. Geochemistry of Mantles and Magmas. Geochemical, aspects of the formation and evolution of the earth's mantle, and the generation of crustal rocks through magmatic processes. Topics will include cosmic abundances and nebula condensation, chemistry of meteorites, planetary accretion, geochronology, chemical and isotopic evolution of the mantle, composition and evolution of the earth's crust, trace element and isotopic constraints on magma genesis.

Requisite: Petrology and/or Introductory Geochemistry. First semester. University of Massachusetts.

Geology 590B. Analytical Geochemistry. An in-depth review of the application of various analytical techniques to geological problems, sources of error associated with each technique, and methods of data presentation.

Requisite: Mineralogy, or petrology, or consent of the instructor. First semester. Omitted 1983-84. University of Massachusetts.

Geology 512. X-ray Fluorescence Analysis. Theoretical and practical application of x-ray fluorescence analysis in determining major and trace element abundances in geological materials.

Recommended requisite: Analytical Geochemistry. Second semester. University of Massachusetts.

Geology 591V. Volcanology. A systematic coverage of volcanic phenomena, types of eruptions, generation and emplacement of magma, products of volcanism, volcanoes and man, and the monitoring and prediction of volcanic events. Case studies of individual volcanoes will be presented to illustrate general principles of volcanology, paying particular attention to Hawaiian, ocean-floor, and Cascade volcanism. The tectonic aspects of volcanism will be covered through an overview of the volcano-tectonic evolution of western North America, placing volcanism in that region in a plate tectonic and historical perspective.

Recommended requisite: Petrology. Second semester. University of Massachusetts. Institutional location of class may be changed, depending on enrollment.

PEGGY SCHWARTZ, Visting Assistant Professor of Dance (at Hampshire College under the Five College Program).

Dance 151. Elementary Composition.
First semester. University of Massachusetts.

Dance 252. Intermediate Composition.
First semester. University of Massachusetts.

Dance 113. Modern Dance I.
Second semester. Mount Holyoke College.

DAVID STAINES, Associate Professor of Canadian Studies (at Smith College under the Five College Program).

English FC 228b. Twentieth-Century Canadian Literature. An introduction to the worlds of Canadian literature in English with special attention to the cultural contexts of contemporary writers. Focusing primarily on poetry and fiction, the course observes, where appropriate, relationships to British and American literature. Readings in Margaret Atwood, Morley Callaghan, A. M. Klein, Margaret Laurence, Stephen Leacock, Hugh MacLennan, Alice Munro, E.J. Pratt, and others. Visits from Canadian writers supplement lectures and discussions.
Second semester. Smith College.

English 891A. The Worlds of Medieval Romance: the Narrator, the Narrative, and the Audience. A close reading of a variety of medieval French and English poetic romances of the twelfth, thirteenth, and fourteenth centuries. Examining the development of the romance genre, the seminar will pay particular attention to the position and role of the narrator and the importance of the various audiences addressed in the romances.
Second semester. University of Massachusetts.

English 247f. The Rise of the Canadian Novel. Study of the history and development of the Canadian novel from its roots in late nineteenth century romantic fiction through its creation of a distinct literary voice. The course will focus on varieties of contemporary Canadian fiction and will observe, where important, relationships to British and American fiction. Readings will include works by Stephen Leacock, F. P. Grove, Morley Callaghan, Hugh MacLennan, Sinclair Ross, Adele Wiseman, Mordecai Richler, Margaret Laurence, Alice Munro, Timothy Findley, Robert Kroetsch, and Margaret Atwood. Visits by Canadian novelists will supplement lectures and discussions. (Sophomores, Juniors, Seniors, Freshmen D155; or per I).
First semester. Mount Holyoke College.

DENNIS T. YASUTOMO, Assistant Professor of Government (at Smith College under the Five College Program).

Government 226A. Government and Politics of Japan. The development and functioning of the Japanese political system. Particular attention will be given to the interaction between domestic and foreign policy.
First semester. Smith College.

Additional course to be announced.
First semester. Hampshire College.

Government 349B. Seminar in Comparative Government and International Relations: Foreign Policy of Japan.
Second semester. Smith College.

Additional course to be announced.
Second semester.

VI

LECTURESHIPS

HONORS

FELLOWSHIPS

PRIZES AND AWARDS

FELLOWS

ENROLLMENT

Lectureships

The Henry Ward Beecher Lectureship. This lectureship fund was founded by the late Frank L. Babbott, LL.D., of the Class of 1878, in honor of Henry Ward Beecher, of the Class of 1834. The incumbent is appointed biennially by the Faculty for supplementary lectures in the departments of history and the political, social, and economic sciences.

The Clyde Fitch Fund. A fund was established by Captain and Mrs. W. G. Fitch of New York in memory of their son, Clyde Fitch, of the Class of 1886. The income of this fund is to be used for the furtherance of the study of English literature and dramatic art and literature. The whole or part of this income is usually devoted to the remuneration of an eminent lecturer, who may also take a part in the regular instruction of the College.

The Victor S. Johnson Lectureship Fund. This fund was established in memory of Victor S. Johnson by his sons for the purpose of "bringing to the campus each year a stimulating individual worthy of the lecturer's purpose of serving the best tradition of the liberal arts and individual freedom."

The Corliss Lamont Lectureship for a Peaceful World. The income of this fund, which was established by Corliss Lamont, is to be used to support lecturers sought among philosophers, political scientists, economists, historians and others who may provide insight into the analytical or operational problems of lessening friction among nations.

The George William and Kate Ellis Reynolds Lectureships. This fund, established by the late George W. Reynolds of the Class of 1877, provides an annual income which is divided into three equal parts to provide lectureships on Christ and Christianity, Science, and American Democracy.

The John Woodruff Simpson Lectureship. A fund was established in memory of John Woodruff Simpson, of the Class of 1871, by his wife and daughter. The income is to be used for fellowships and "to secure from time to time, from England, France or elsewhere, scholars for the purpose of delivering lectures or courses of instruction at Amherst College."

The Willis D. Wood Fund. The income from this fund, established in memory of Willis D. Wood '94, is used for the purpose of "bringing to the campus, for varying lengths of stay, persons in the field of religion to meet and talk with students and faculty about different aspects of the spiritual life."

Honors

THE PHI BETA KAPPA SOCIETY

Massachusetts Beta Chapter. The students elected to membership in this honor society are those of highest standing. A preliminary election of outstanding students occurs at the end of the first semester of Junior year, and further elections occur at the end of the first semester and at Commencement time of Senior year. Membership is extended to fourteen percent of the students in each class.

OFFICERS

President: Professor William H. Pritchard
Vice President: Professor Lisa A. Raskin
Secretary-Treasurer: Gerald M. Mager
Auditor: Professor Rose R. Olver
Undergraduate President: Elizabeth B. Greenough
Undergraduate Vice-President: Joel A. Stahl
Undergraduate Secretary-Treasurer: Deborah L. Clark

INITIATES 1983

Class of 1984

Deborah Lee Clark
Elizabeth Bates Greenough
Joel Andrew Stahl

Class of 1983

Mark Kohler Albee
Barbara Babbott
Sarah Sharon Bloom
Jeffrey Marc Boorstein
Matthew Vincent Brahm
Christopher Dean Castiglia
Thomas Nicholas Ciantra
Catherine Ann Ciepiela
Patricia Eileen Collins
Kirsten Morgan Cronin
Robert Dayton Denious*
Suzanne Marie DeVries
Roger Munson Drake
Jerome Brevoort Dwight
Elizabeth Hammer Egloff
Emily Jane Frosch
Andreas Vasilis Georgiou
William Albert Gleason
Benjamin Swayze Glick
Janet Susan Granger
Mark Anthony Guenther
Mary Ellen Heisler
Eric Stefan Hilfer
Michael Robert Hudec*
Daniel Alan Kaufman
Robert Scott Kaufman

John Edward Leopold Kleiner
Dana Lee Kornfeld
Raissa Stephanie Lerner
Victor Brian Levin
Franklin Miller Maley*
Stanley Barlow Martin
Katheryne Marie Martone
Thomas Joseph Massaro
David Lawrence Meyer
Stephen George Milheim*
Jennifer Moore
Hege Elin Nyborg
Lisa Kate Osofsky
Nancy Elizabeth Pick
Richard Michael Rambuss
Mary Jean Roman
Barbara Saunders
Inda Lynn Schaenen
Andrew Evan Schlein
Jody Ann Shapiro
Marta Siberio
Hugh Reber Silbaugh III
Stacy Lee Spencer
James Austin Squires
Emily Stern
Robert Bruce Stoddard
David Earl Teitelbaum
Evan Timothy Thompson
Rachel Faye Trachten
Frits Dirk Van Paasschen

*These students elected in their Junior year.

THE SOCIETY OF THE SIGMA XI

Sigma Xi, the National Honorary Scientific Research Society, was founded in 1886; the Amherst Chapter was installed March 23, 1950. As one of its purposes the Society gives recognition to those students, members of the Faculty, research associates, and alumni who have demonstrated ability to carry on constructive scientific research or who show definite promise of research ability. Other functions are the maintenance of companionship among investigators in the various fields of science, the holding of meetings for the discussion of scientific subjects, and the fostering of an interest in scientific research in the College.

Undergraduates who show definite promise of research ability are typically recommended to associate membership by the departments concerned. In the case of undergraduates, nomination is usually given only to those students whose promise of research ability would warrant recommendation for at least a degree *magna cum laude* (entirely aside from the question of grades).†

INITIATES 1983

Full Membership

Larry R. Hunter
Kannan Jagannathan
Remo A. Masut
Barbara A. Osborne
Jeffrey D. Parker
Subramaniam Srikumaran

†Full membership is reserved for individuals who have already published at least one scholarly paper.

Associate Membership, Class of 1983

Todd J. Albert
Stephanie Boggs
Matthew V. Brahm
Peter R. Cole
Roger M. Drake
Emily J. Frosch
Benjamin S. Glick
Carolyn A. Goeldner
Peter L. Hansen
Eric S. Hilfer
Michael R. Hudec
Sheila D. Hudson
Douglas G. Kidder
John E. L. Kleiner
Thomas E. Lynn
F. Miller Maley
Elizabeth Mazur
Stephen G. Milheim
Mark A. Miller
Long D. Pham
Anthony V. Pomeranz
Barnaby W. Rockwell
Michael S. Seekings
Emily Stern
Joanne R. Sternlieb
Hannah H. Strasser
Mary E. Sutton
Lynn O. Wilkinson
Catherine D. Zinke

Fellowships

COLLEGE FELLOWSHIPS

FROM the income of the College's fellowship funds, approximately 100 awards are made annually to graduates of Amherst College for study in graduate or professional schools. Applications should be made by February 22 (except December 1 for Amherst-Doshisha) on forms available from the Fellowships Office. Unless otherwise noted, all awards are determined by the Faculty Committee on Student Fellowships.

The Amherst-Doshisha Fellowship. Amherst-Doshisha Fellowship at Amherst House, Doshisha University, Kyoto, Japan. An opportunity to work in a bicultural setting with Professor Otis Cary, Representative of the College at Doshisha, is open to young alumni of the College for a term of one, or in some cases, two years. Travel expenses and a modest stipend are paid by the College. The recipient will be given the opportunity of assisting Prof. Cary in the activities of Amherst House and also in teaching English to Japanese students. No knowledge of Japanese is required.

The fellowship offers a stipend and an allowance for travel and incidental expenses, shared equally between Amherst and Doshisha. Preferably the fellowship year would be from September of one year to the following August. It carries with it formal teaching responsibilities in the English language at Doshisha University, at the Freshman and Sophomore level. The academic year at Doshisha has allowed all fellows to make an extended trip through Southeast Asia during February and March.

Applicants should complete applications no later than December 1. This fellowship is awarded by the Faculty upon the recommendation of the Amherst-Doshisha Fellowship Committee.

The Amherst Memorial Fellowships for the Study of Social, Economic, and Political Institutions, and for Preparation for Teaching and the Ministry. This fund provides fellowships to perpetuate the memory of those Amherst graduates who gave their lives for an ideal. The following statement expresses the purposes of the donor of these fellowships: "Realizing the need for better understanding and more complete adjustment between men and existing social, economic, and political institutions, it is my desire to establish a fellowship for the study of the principles underlying these human relationships."

Appointments to these fellowships may be made from the Senior class or the graduates of Amherst College, the object being to permit students of character, scholarly promise, and intellectual curiosity to investigate some problem in the humanistic sciences. Candidates should be of sound health. During previous training they should have given evidence of marked mental ability in some branch of the social sciences—history, economics, political science—and have given promise of original contribution to a particular field of study. It is desirable that they possess qualities of leadership, a spirit of service, and an intention to devote their efforts to the betterment of social conditions through teaching in its broad sense, journalism, politics, or field work.

While preference is given to candidates planning to do advanced work in the field of the social sciences, applications will be accepted and awards made to candidates who are planning to go to theological school as a preparation for a career in the ministry and to those from other fields than the social sciences who are preparing for a career in teaching in secondary schools or colleges.

The fellowships are for one year and may be extended for one or two additional years, depending upon the nature of the subjects investigated or upon other circumstances which, in the judgment of the committee, warrant a variation in the length of tenure.

The stipend will vary according to the circumstances of the appointment. Awards will depend upon those aspects of individual cases which, in the judgment of the committee, most suitably fulfill the purpose of the foundation.

These fellowships are awarded by the Board of Trustees upon the recommendation of the Faculty Committee on Student Fellowships.

The John Mason Clarke 1877 Fellowship in Paleontology and Geology. A fund from the estate of Noah T. Clarke was established in memory of his father, John Mason Clarke of the Class of 1877, to provide income for a fellowship or fellowships to enable the holders, who shall be known as "Clarke Fellows," to pursue studies in paleontology or geology, preferably in the New York State Museum in Albany, New York.

The Evan Carroll Commager Fellowship. This fund, originally established by Professor Henry Steele Commager in memory of his late wife and "as a testimony to her affection for this College," enables an Amherst student to study at Cambridge University, England. The fellowship is for one year but may be renewable for a second year. The award is open to any student, but a Senior will be favored and preference will be given to students applying to Peterhouse, St. John's College, Trinity College, or Downing College.

The Henry P. Field Fellowships. Two fellowships are available from the income of the bequest of the late Henry P. Field of the Class of 1880, to promote graduate study in the fields of English and history. Appointments are made annually by the College on the recommendation of the departments of English and history.

The Warner Gardner Fletcher Fellowship. The income from a gift from the late Warner Gardner Fletcher of the Class of 1941 is awarded to an Amherst graduate who intends to "pursue work for the improvement of education." Preference is given to candidates who are engaged in the study of education and then to candidates for the Master of Arts in Teaching.

The Edward Hitchcock Fellowship. The income from a fund founded by the late Mrs. Frank L. Babbott of Brooklyn, N.Y., is available for the promotion of graduate study in the department of physical education. Its object is to make the student familiar with the best methods of physical training, both in the gymnasium and on the field. The appointment is made by the Faculty upon the recommendation of the Department of Physical Education and Athletics.

The Roswell Dwight Hitchcock Memorial Fellowship. A fund, established through the agency of the Alpha Delta Phi Fraternity, provides an annual award, under conditions determined by the Faculty, to a member of the Senior class for excellence in history and the social and economic sciences. The holder of the fellowship pursues for one year, at an institution approved by the Faculty, a course of study in history or economics, to be completed within the period of two years next following graduation.

The Rufus B. Kellogg University Fellowship. The income from a fund, established by the late Rufus B. Kellogg of the Class of 1858, provides certain prizes, and a fellowship award for three years to a graduate of Amherst College, who shall be appointed upon the following conditions:

1. The Fellow shall be elected by the Faculty upon the recommendation of the Faculty Committee on Student Fellowships. Consideration shall be given to members of the class graduated at the close of the academic year in which this election shall be made, or from the members of the classes graduated in the six years immediately preceding the academic year in which this election shall be made.

2. The Faculty shall select as the incumbent of the said fellowship the graduate who, in their judgment, is best equipped for study and research, without regard to any other considerations whatsoever, except that the Fellow should have an especially good knowledge of at least one modern foreign language and should have had at least one year of Latin in preparatory school or college.

3. The three years shall be spent by the incumbent at a German University or with the approval of the said Faculty at any other place or places, in the study of philosophy, philology, literature, history, political science, political economy, mathematics or natural science. At least one college term of the final year shall be spent by the incumbent at Amherst College, to give a series of not more than thirty lectures on a subject selected by the Fellow and approved by the Trustees. The lectures shall be given to the Senior class, but the members of all other classes shall have the privilege of attending. The lectures shall be published, at the end of the official term, in good book form, or in a learned journal.

The Sterling P. Lamprecht Fellowship. From the income of this fund, fellowships are awarded to recent graduates of Amherst College for assistance in the pursuit of philosophy. These fellowships may be renewed for a maximum of three years. They need not be awarded at all in one particular year, and it might be, if there were no suitable graduates, awarded to an undergraduate, in which case it would be known as the Sterling P. Lamprecht Scholarship. Preference, however, would be given for graduate study.

The Edward Poole Lay Fellowship. The income from a fund, established by Frank M. Lay, of the Class of 1893, and Mrs. Lay, in memory of their son Edward Poole Lay, of the Class of 1922, provides for fellowships to be awarded to graduates of Amherst College who have shown unusual proficiency and talent in music, and who desire to continue studies in this field. Preference is to be given to candidates who are proficient in voice. In the event that there are no qualified candidates for the awards in any one year in the musical arts (especially voice and instrumental music), then they may be awarded under the same conditions to qualified candidates in the field of the dramatic arts.

These fellowships will be awarded by the Board of Trustees upon the recommendation of the Faculty Committee on Student Fellowships.

The Forris Jewett Moore Fellowships. These fellowships, three in number, were established in memory of Forris Jewett Moore of the Class of 1889 by his widow, Emma B. Moore. In each case, the beneficiary is to be a member of the graduating class of the year preceding that in which the fellowship is held.

1. A fund, the income of which is to be used to assist graduates of Amherst College, distinguished in the study of chemistry while undergraduates, who desire to engage in further study of that subject. Preference is to be given to eligible candidates whose plans lie in the field of organic chemistry.
2. A fund, the income of which is to be awarded to graduates of Amherst College, distinguished in the study of history while undergraduates, who desire to engage in further study of that subject.
3. A fund, the income of which is to be awarded to graduates of Amherst, distinguished in the study of philosophy while undergraduates, who desire to engage in further study of that subject.

The George Stebbins Moses Memorial Fellowship. The income from a memorial fund provides a fellowship to be awarded to an Amherst graduate who has been accepted by a recognized divinity school, who has good reason to seek financial aid, who seems to be an all-around person qualified in all respects as a religious and moral leader and a lover of ordinary people, and who is qualified scholastically to meet the calling of a theological career creditably. The candidate need not be an outstanding student, but improvement in the upperclass years, dedication, and a sense of purpose will be given great consideration.

Under appropriate circumstances, the fellowship may be renewed for a second or third year at the discretion of the Committee. If the income and needs of candidates permit, more than one fellowship may be awarded in any given year.

The George A. Plimpton Fellowships. These fellowships, established by the Board of Trustees of Amherst College in memory of George A. Plimpton of the Class of 1876, a member of the Board from 1890 to 1895 and from 1900 to 1936, and President of the Board from 1907 to 1936, are to be awarded *without stipend* to members of the Senior class who are of outstanding scholastic ability and promise, who plan to continue their studies in graduate school, and who are not in need of financial assistance.

These fellowships will be awarded by the Board of Trustees upon recommendation of the Faculty Committee on Student Fellowships.

The C. Scott Porter Memorial Fellowship for Graduate Study. Established at Amherst in 1972 by the family of C. Scott Porter of the Class of 1919, mathematics professor, 1924-31, and Dean of the College for thirty-five years from 1931-1966, the C. Scott Porter Memorial Fellowship is to be awarded annually to a graduate of the College for further study without restriction as to department or field.

The Charles B. Rugg Fellowship. The income from a fund, established in memory of Charles Belcher Rugg of the Class of 1911, provides a fellowship to be awarded to an Amherst graduate who shows promise for the study of law. The award is made annually to aid a young person beginning a legal career, but it may be renewed for a second or third year upon recommendation of the Faculty Committee on Student Fellowships.

The John Woodruff Simpson Fellowships and Lectureships. A fund was established in memory of John Woodruff Simpson of the Class of 1871 by his wife and daughter. The uses of the income as defined by the donors follow:

"1. To award to any graduate of Amherst College a fellowship for use in studying law at any school approved by the Board of Trustees of the College;

"2. To award to any graduate of Amherst College a fellowship for use in studying medicine at any school approved by the Board of Trustees of the College;

"3. To award to any graduate of Amherst College a fellowship for use in studying theology at any school approved by the Board of Trustees of Amherst College, without regard to the particular creed or particular religious belief taught thereat;

"4. To award to any graduate of Amherst College a fellowship for use in studying at any school, college or university approved by the Board of Trustees of the College, in preparation for the teaching profession;

"5. To award to any graduate of Amherst College a fellowship for use in graduate study at the universities of Oxford or Cambridge in England;

"6. To award to any graduate of Amherst College a fellowship for use in graduate study at the Sorbonne in Paris;

"7. To secure from time to time from England, France or elsewhere, scholars for the purpose of delivering lectures or courses of instruction at Amherst College."

These fellowships will be awarded by the Board of Trustees upon the recommendations of the Faculty Committee on Student Fellowships.

The Benjamin Goodall Symon, Jr. Memorial Fellowship. The income from a memorial fund provides a fellowship to be awarded to an Amherst graduate who has been accepted by a recognized divinity school, who has good reason to seek financial aid, who seems to be an all-around individual qualified in all respects as a religious and moral leader, and who is qualified scholastically to meet the calling of a theological career creditably, although the student may plan to use the divinity school training for work in another field. The candidate need not be an outstanding student, but improvement in the upperclass years, dedication, and a sense of purpose will be given great consideration.

The fellowship will be awarded on an annual basis but, under appropriate circumstances, it may be renewed for a second or third year at the discretion of the Committee. If the income and needs of candidates permit, more than one fellowship may be awarded in any given year.

The Roland Wood Fellowship. Awarded annually upon the recommendation of the Department of Dramatic Arts as a fellowship to one or more promising and deserving graduates of Amherst College for continued study in or of the theater.

DEPARTMENTAL FELLOWSHIPS

The French Department offers two exchange fellowships. The appointments will be made by the Department after an announcement at the beginning of March and interviews. Amherst seniors with a high proficiency in French may apply.

The University of Dijon Assistantship. This fellowship is an appointment as teaching assistant in American Civilization and Language for one year at the University of Dijon. The fellowship offers a stipend paid by the French government and free admission to courses at the University.

Exchange Fellowship, Ecole Normale Supérieure in Paris. This fellowship is without stipend but offers a room at the Ecole Normale Supérieure and admission to any university course in Paris.

Prizes and Awards

THE following prizes and awards are offered annually for proficiency in the work of the several departments of collegiate study and, in some specific awards, for other achievements and qualifications. The recipients of awards for the previous year are stated in each case.

AMERICAN STUDIES

The Doshisha American Studies Prize—*Karen Anne Elizabeth Suchenski '83.*

The George Rogers Taylor Prize—*Karen Anne Elizabeth Suchenski '83.*

ART

The Anna Baker Heap Prize—*No award in 1982-83.*

The Athanasios Demetrios Skouras Prize—*Jerome Brevoort Dwight '83.*

The Wise Fine Arts Award—*Jerome Brevoort Dwight '83.*

The Associates of Fine Arts Summer Fellowship in Art History—*Eryn Lee Oberlander '84E.*

The Associates of Fine Arts Summer Fellowship in the Practice of Art—*Justin Doyle Spring '84.*

ASIAN STUDIES

The Doshisha Asian Studies Prize—*Patricia Eileen Collins '83 and Evan Timothy Thompson '83.*

BIOLOGY AND GEOLOGY

The James R. Elster Award—*Michael Glen Kauffman '85.*

The Oscar E. Schotté Award—*Stephanie Boggs '83.*

The Oscar E. Schotté Scholarship Prize—*Benjamin Swayze Glick '83.*

The William C. Young Prize—*No award in 1982-83.*

The Harvey Blodgett Scholarship
combined with
The Phi Delta Theta Scholarship—*Jeffrey Wells Miller '83.*

The David F. Quinn Memorial Award—*Michael Robert Hudec '83.*

The Warren Stearns Prize—*William Ward Maggs '84.*

BLACK STUDIES

The Edward Jones Prize—*Freeman Lewis Farrow '83.*

CHEMISTRY AND MEDICINE

The Howard Waters Doughty Prize—*Stephen George Milheim '83.*

The Frank Fowler Dow Prize—*Stephen George Milheim '83.*

The White Prize—*Phan Tuong Huynh '84.*

CLASSICS

The Anthony and Anastasia Nicolaides Award—*No award in 1982-83.*

DRAMATIC ARTS

The Raymond Keith Bryant Prize—*Moira Julia Eleanor Driscoll '84 for her performance as Arsinoe* in The Misanthrope.

ECONOMICS

The W. T. Akers, Jr. Prize—*Robert Joseph Archacki, Jr. '83.*

The Hamilton Prize
Spring 1981-82—*David Bret Baron '84.*
Fall 1982-83—*Andrew Joseph Nussbaum '85.*

The James R. Nelson Memorial Award—*Sarah Sharon Bloom '83*
and David Lawrence Meyer '83.

The James R. Nelson Prize—*Robert Scott Kaufman '83.*

ENGLISH

The Academy of American Poets Prize—*Jody Ann Shapiro '83.*

The Armstrong Prize—*Jill Marion Stauffer '86.*

The Collin Armstrong Poetry Prize—*Kevin Adam Kreiger '84.*

The Elizabeth Bruss Prize—*Richard Michael Rambuss '83*
and Inda Lynn Schaenen '83.

The Corbin Prize—*Mark Robert Staples '83*
and William Ward Maggs '84.

The Peter Burnett Howe Prize—*Victor Brian Levin '83.*

The Rolfe Humphries Poetry Prize—*Christopher Dean Castiglia '83.*

The Harry Richmond Hunter, Jr. Prize—*Joel Michael Higgins '85.*

The James Charlton Knox Prize—*To be awarded.*

The Ralph Waldo Rice Prize—*Richard Michael Rambuss '83*
and Inda Lynn Schaenen '83.

The Stephen E. Whicher Prize—*No award in 1982-83.*

FRENCH

The Frederick King Turgeon Prize—*Nancy Elizabeth Pick '83.*

GREEK

The William C. Collar Prize—*Edward John Donahue '86.*

The Hutchins Prize—*James Austin Squires '83.*

HISTORY

The Alfred F. Havighurst Prize—*Bradley McAllerton Campbell '83*
and Frances Meriwether Hughes '83.

JOURNALISM

The Samuel Bowles Prize—*Bradley McAllerton Campbell '83.*

LATIN

The Bertram Prizes
First—*William Albert Gleason '83.*
Second—*Barbara Saunders '83.*

The Billings Prizes
First—*Marc Mastrangelo '85.*
Second—*Randall Leonard Souza '85.*

The Crowell Freshman Prizes
First—*Caroline Van Schweiter '86.*
Second—*Edward Alvin Adams '86.*

The Crowell Junior Prizes
First—*David Andrew Hexter '84.*
Second—*Frederick Paul Gill Ziwot '84.*

The Dr. Ernest D. Daniels Latin Prize—*William Albert Gleason '83.*

MATHEMATICS, PHYSICS, AND ASTRONOMY

The Bassett Physics Prizes—*combined and divided between*
David Evan Chinitz '84
and Voon San Lee '84.

The Robert H. Breusch Prize—*Franklin Miller Maley '83.*

The Porter Prize—*Dmitry Svetlov '86.*

The William Warren Stifler Prize—*Roger Munson Drake '83.*

The Walker Prizes in Mathematics of the First Year
First—*Mark Alan Rosen '86.*
Second—*Theodore Won Jeh Sung '86.*

The Walker Prizes in Mathematics of the Second Year
First—*Michael Glen Kauffman '85.*
Second—*Joseph Anthony Melita '85.*

MUSIC

The Sylvia and Irving Lerner Piano Prize—*Steven Ferguson Greene '83.*

The Mishkin Prize—*No award in 1982-83.*

The Eric Edward Sundquist Prize—*Clifton Jerome Noble, Jr. '83.*

NEUROSCIENCE

The James Olds Memorial Neuroscience Award—*Todd James Albert '83.*

PHILOSOPHY

The Gail Kennedy Memorial Prize—*Thomas Nicholas Ciantra '83.*

PHYSICAL EDUCATION

The Sawyer Prize—*No award in 1982-83.*

POLITICAL SCIENCE

The Densmore Berry Collins Prize—*divided among*
William Wade Buzbee '83,
Kathryn Fulton '83,
and Hege Elin Nyborg '83.

PUBLIC SPEAKING

The Bancroft Prizes—*combined and divided between*
Amy Beth Metzenbaum '83
and Cameron Altman Stracher '83.

The Gilbert Prize—*Geoffrey Prescott Barnes '84.*

The Hardy Prizes
First—*John Douglas Auty '84.*
Second—*Christopher Andrew Coons '85.*

The Kellogg Prizes
First—*Andrew Stanley Marovitz '86.*
Second— *Karl Ramsdell Austen '86.*

The Rogers Prize—*divided between*
Christopher Andrew Coons '85
and Thomas Joseph Massaro '83.

RELIGION

The Moseley Prizes
First—*divided between*
John Edward Leopold Kleiner '83
and Karen Anne Elizabeth Suchenski '83.

Second—*divided among*
Kirsten Morgan Cronin '83,
Richard Michael Rambuss '83
and Jody Ann Shapiro '83.

RUSSIAN

The Carol Prize in Russian—*divided between*
Catherine Ann Ciepiela '83
and Katheryne Marie Martone '83.

SPANISH

The Pedro Grases Prize for Excellence in Spanish—
Juan Ramon Garcia III '83.

SCHOLARSHIP AND CITIZENSHIP

The Addison Brown Scholarship—*Catherine Ann Ciepiela '83.*

The Samuel Walley Brown Scholarship—*Deborah Lee Clark '84.*

The Gordon B. Perry Memorial Award—*Douglas Wechsler Lyons '86.*

The Psi Upsilon Prize—*Jennifer Moore '83.*

The John Sumner Runnells Memorial—*Benjamin Frederic Spier '84.*

The Obed Finch Slingerland Memorial Prize—*Mark Edward Parks '83 and*
Rachel Faye Trachten '83E.

The Stanley V. and Charles B. Travis Prize
combined with
The Woods Prize—*divided between*
Donald Edmond Brix '83
and Franklin Miller Maley '83.

The Amherst "R" Committee Award—*Andrew Geren Humphrey '83.*

The Charles Hamilton Houston Fellowship—*Jennifer Moore '83.*

The Charles W. Cole Scholarship—*Joel Andrew Stahl '84.*

OTHER PRIZES

The Ashley Memorial Trophy—*Mark James Vendetti '83.*

The Sphinx Spoon—*Michael James McCaffrey '83.*

The Robert L. Leeds, Jr. Honor Award—*Amy Ann Brodigan '83.*

The Howard Hill Mossman Trophy—*Troy Hembrow Engle '83.*

The Friends of the Amherst College Library Prizes
First and Second—*combined and divided between*
William Kimball Frymoyer, Jr. '84
and Kevin Adam Kreiger '84.

Third—*Matthew Barker Riley '83.*

The M. Abbott Van Nostrand Prize—*No award in 1982-83.*

The Lincoln Lowell Russell Prize—*divided among*
Justina Bradford Golden '83,
Steven Ferguson Greene '83,
and Robert Bruce Stoddard '83.

The Computer Center Prize—*Kevin Mardick Baliozian '83,*
Franklin Miller Maley '83,
and Robert Bruce Stoddard '83.

The Manstein Family Award—*Todd James Albert '83.*

Fellows

AMHERST COLLEGE FELLOWS

Ali H.I. Aden '79, *John Woodruff Simpson Fellow in Law.* Oxford University.

Todd J. Albert '83, *John Woodruff Simpson Fellow in Medicine.* University of Virginia Medical School.

Timothy W. Alch '83, *John Mason Clarke 1877 Fellow in Mineral Economics.* Pennsylvania State University.

Benjamin L. Apt '83, *George Stebbins Moses Memorial Fellow in Theology.* Harvard Divinity School.

Robin S. Avner '82, *Amherst Memorial Fellow in English Literature.* Johns Hopkins University.

Lisa C. Bachenheimer '81, *John Woodruff Simpson Fellow in Medicine.* Georgetown University Medical School.

Douglas A. Barnes '82, *Amherst Memorial Fellow in Political Science.* Columbia University.

Kenneth L. Blazier '81, *John Woodruff Simpson Fellow in Medicine.* New York Medical College.

Jeffrey L. Bleich '83, *John Woodruff Simpson Fellow in Law.* University of Michigan Law School.

Sarah S. Bloom '83, *John Woodruff Simpson Fellow in Law.* Harvard Law School.

Jeffrey M. Boorstein '83, *John Woodruff Simpson Fellow in Medicine.* University of Michigan Medical School.

Suzette M. Brooks '81E, *John Woodruff Simpson Fellow in Law.* Harvard Law School.

Joshua K. Brown '77, *George Stebbins Moses Memorial Fellow in Religion.* Earlham School of Religion.

William W. Buzbee '83, *John Woodruff Simpson Fellow in Law.* Columbia Law School.

Jeffrey P. Carpenter '81, *George Stebbins Moses Memorial Fellow in Theology.* Yale Divinity School.

Christopher D. Castiglia '83, *Henry P. Field Fellow and Amherst Memorial Fellow in English.* Columbia University.

Lisa E. Chang '82, *John Woodruff Simpson Fellow in Law.* Columbia Law School.

George P. Chatson 83, *John Woodruff Simpson Fellow in Medicine.* New York University Medical School.

Thomas N. Ciantra '83, *Roswell Dwight Hitchcock Memorial Fellow in History.* Yale University.

Catherine A. Ciepiela '83, *George A. Plimpton Fellow in Slavic Languages and Literature.* Yale University.

Jeffrey W. Cody '72, *Forris Jewett Moore Fellow in Historic Preservation Planning.* Cornell University.

Gregory P. Conners '83, *Forris Jewett Moore Fellow in Chemistry.* University of California at Berkeley.

Thomas S. Coolbaugh '80, *Forris Jewett Moore Fellow in Chemistry.* California Institute of Technology.

Saul A. Cornell '82, *Forris Jewett Moore Fellow in American History.* University of Pennsylvania.

Joseph L. Cummings '83, *Amherst Memorial Fellow in Business Administration.* Cornell University.

James E. Curry '70, *George Stebbins Moses Memorial Fellow in Theology.* Yale Divinity School.

Barry J. Cushman, *John Woodruff Simpson Fellow in History.* University of Virginia.

Candace P. Damon '81, *John Woodruff Simpson Fellow in Law.* Harvard Law School.

Thomas F. Daughton '83, *John Woodruff Simpson Fellow in Medicine.* University of Arizona Medical College.

Michele Y. Deitch '82, *John Woodruff Simpson Fellow in Psychology and Socio-Legal Studies.* Oxford University.

Helen E. Deutsch '82, *Amherst Memorial Fellow in English.* University of California at Berkeley.

Ruthanne M. Deutsch '83, *Amherst Memorial Fellow in International Relations and Economics.* Yale University.

Suzanne M. DeVries '83, *John Woodruff Simpson Fellow in Law.* Harvard Law School.

John C. Eisner '83E, *Roland Wood Fellow in Acting and Drama.* American Conservatory Theater.

Michael J. Erickson '80, *Amherst Memorial Fellow in Business Administration.* University of Wisconsin.

Freeman L. Farrow '83, *John Woodruff Simpson Fellow in Medicine.* University of Massachusetts Medical School.

Barbara J. Fitton '81, *Rufus B. Kellogg University Fellow in Art History.* University of Freiburg.

Scott L. Flood '81, *John Woodruff Simpson Fellow in Law.* Harvard Law School.

Carolyn F. Ford '83, *Amherst Memorial Fellow in Psychology.* University of Colorado.

Peter Freisem '79, *Rufus B. Kellogg University Fellow in Municipal and Regional Administration.* West Germany.

Frederick R. Fucci '81, *John Woodruff Simpson Fellow in Law and International Relations.*

Christopher B. Fulton '81E, *Amherst Memorial Fellow in Art History.* Institute of Fine Arts.

Keith L. Gandal '82, *Amherst Memorial Fellow in English Literature.* University of California at Berkeley.

Andreas V. Georgiou '83, *Amherst Memorial Fellow in Economics.* University of Michigan.

Michael S. Giaimo '83, *Amherst Memorial Fellow in Urban and Regional Planning.* Massachusetts Institute of Technology.

John G. Giella '82, *John Woodruff Simpson Fellow in Medicine.* Harvard Medical School.

Michael J. Gillespie, *John Woodruff Simpson Fellow in Law.* Harvard Law School.

Benjamin S. Glick '83, *George A. Plimpton Fellow in Biochemistry.* Stanford University.

Justina B. Golden '83, *Edward Poole Lay Fellow in Voice.* Yale School of Music.

Noah E. Gotbaum '82, *John Woodruff Simpson Fellow in Law and Public and Private Management.* Yale University School of Organization and Management.

Janet S. Granger '83E, *Amherst Memorial Fellow in American Studies.* University of Michigan.

Elliot S. Hardy '83, *John Woodruff Simpson Fellow in Dentistry.* University of Michigan Dental School.

Stephen H. Haven '79, *Forris Jewett Moore Fellow and Amherst Memorial Fellow in American Studies.* University of Iowa.

M. Michele Heisler '83, *George A. Plimpton Fellow in International Relations and Latin American Studies.*

Eric S. Hilfer '83, *C. Scott Porter Memorial Fellow in Physics.* Massachusetts Institute of Technology.

Andrew G. Humphrey '83, *John Woodruff Simpson Fellow in Law.* University of Minnesota Law School.

G. Frederick Hunter '80, *Amherst Memorial Fellow in Sociology.* Boston University.

Cameron E. Hutchins '81, *Amherst Memorial Fellow in Communications.* University of Pennsylvania.

Shigeru Ikeda '83, *Amherst Memorial Fellow in Linguistics.* Doshisha University.

J. David Jackson '80, *Edward Poole Lay Fellow in Orchestral Conducting.* Peabody Conservatory of Music.

Stephen deM. James '78, *Edward Poole Lay Fellow in Piano and Composition.* Boston University.

Jeffrey D. Jordan '83, *Amherst Memorial Fellow in Business Administration.* University of Pennsylvania.

Blair D. Kamin '79, *Amherst Memorial Fellow in Urban Affairs and Architecture.* Yale University.

Daniel A. Kaufman '83, *John Woodruff Simpson Fellow in Law.* University of Chicago Law School.

John E. Kleiner '83, *Amherst Memorial Fellow in Physics.* Cornell University.

Elizabeth R. Kluger '83, *John Woodruff Simpson Fellow in Law and Economics.* London School of Economics.

James A. Kobe '80, *John Woodruff Simpson Fellow in Law.* Boston College Law School.

Kevin C. Koczela '83, *George Stebbins Moses Memorial Fellow in Theology.* Saint John's Seminary.

Sonia Y. Kragh '83, *John Woodruff Simpson Fellow in Medicine.* Boston University Medical School.

Owen M. Kupferschmid '80E, *John Woodruff Simpson Fellow in Law and International Relations.* Fletcher School of Law and Diplomacy/Boston College Law School.

Kimberlyn R. Leary '82, *Amherst Memorial Fellow in Clinical Psychology.* University of Michigan.

Thomas H. Lee '83, *John Woodruff Simpson Fellow in Medicine.* Columbia Medical School.

Susan E. Lehman '81E, *John Woodruff Simpson Fellow in Law.*

Michael S. Levin '80, *John Woodruff Simpson Fellow in Law.* University of Pennsylvania School of Law.

Elisa L. Liang '81, *John Woodruff Simpson Fellow in Law.* Boston College Law School.

Miriam G. MacNair '81E, *Roland Wood Fellow in Film.* San Francisco State University.

Laurie F. Maffly '82, *George Stebbins Moses Memorial Fellow in Religious Studies.* Yale University.

Ann Marie Marciarille '82, *George Stebbins Moses Memorial Fellow in Religion.* Harvard Divinity School.

Michael V. Mazzaferro '82, *John Woodruff Simpson Fellow in Medicine.* State University of New York at Buffalo Medical School.

Mary Elizabeth McClure '83, *Warner Gardner Fletcher Fellow in Elementary Education.* Shady Hill School/Lesley College.

Amy B. Metzenbaum '83, *Amherst Memorial Fellow in Gerontology.* Brandeis University.

Majakathata S. Mokoena '83, *John Woodruff Simpson Fellow in Law.*

Nina Morais '80, *Forris Jewett Moore Fellow in American History, Literature and Political Thought.* Harvard University.

Ann Marie Muntzner '83, *John Woodruff Simpson Fellow in Medicine.* Columbia Medical School.

David F. Naftolowitz '82, *John Woodruff Simpson Fellow in Medicine.* Albany Medical College.

Mary S. Neumann '81, *Benjamin Goodall Symon, Jr. Memorial Fellow in Divinity.* Harvard Divinity School.

Jeffrey L. Orridge '82, *John Woodruff Simpson Fellow in Law.* Harvard Law School.

Louis F. Paparazzo '78, *John Woodruff Simpson Fellow in Law.* Western New England College Law School.

Thomas D. Parsons '82, *John Woodruff Simpson Fellow in Veterinary Medicine and Neurobiology.* University of Pennsylvania.

Thomas A. Pepper '83, *Amherst Memorial Fellow in Comparative Literature and Philosophy.* Cornell University.

Mara Pfund '82, *Warner Gardner Fletcher Fellow in Special Education.* Boston College/Lesley College.

Long D. Pham '83, *Amherst Memorial Fellow in Physics.* Massachusetts Institute of Technology.

Alan G. Pocinki '81, *John Woodruff Simpson Fellow in Medicine.* University of Maryland Medical School.

Peter H. Putnam '81, *Amherst Memorial Fellow in English.* University of Michigan.

Richard M. Rambuss '83, *Amherst Memorial Fellow in English Literature.* Boston College.

Meridith A. Randall '82, *Amherst Memorial Fellow in English Literature.* Cornell University.

Gregory E. Ratté '83, *Amherst Memorial Fellow in Japanese Language, Culture and Business.* Japan America Institute of Management Science.

Daniel E. Ritchie '78, *Amherst Memorial Fellow in English.* Rutgers University.

David H. Roberts '79, *Amherst Memorial Fellow in Arab Studies.* Georgetown University.

Ruben C. Robinson '83, *John Woodruff Simpson Fellow in Law.* University of Connecticut Law School.

Benjamin A. Rosenblum '80, *John Woodruff Simpson Fellow in Medicine.* Jefferson Medical College.

Richard E. Rothman '83, *John Woodruff Simpson Fellow in Biology.*

Stephen P. Rounds '81, *John Woodruff Simpson Fellow in Dental Medicine.* Tufts University Dental School.

Jonathan R. Sachs '80E, *John Woodruff Simpson Fellow in Medicine.* Medical College of Pennsylvania.

Robert L. Sachs, Jr. '81, *John Woodruff Simpson Fellow in Law.* Villanova University Law School.

Peggy Ann Sauerhoff '80, *George Stebbins Moses Memorial Fellow in Theology.* Yale Divinity School.

Thomas V. Schrader '83, *George Stebbins Moses Memorial Fellow in Theology and Christian Religious Tradition.* Chicago Theological Seminary.

Angela D. Scott '82, *John Woodruff Simpson Fellow in Law.* University of Akron Law School.

Timothy D. Searchinger '82, *John Woodruff Simpson Fellow in Law.* Yale Law School.

John E. Seery '80, *Forris Jewett Moore Fellow in Political Philosophy.* University of California at Berkeley.

Patrick M. Shields '78, *Amherst Memorial Fellow in Education.* Stanford University.

Daniel W. Shelton '78, *John Woodruff Simpson Fellow and Charles B. Rugg Fellow in Law.* Yale Law School.

Joshua L. Sigal '83, *Rufus B. Kellogg University Fellow in Anthropology.* Ecole des Hautes Etudes en Sciences Sociales.

William A. Silva '78, *George Stebbins Moses Memorial Fellow in American Religious History.* Yale University.

Daniel S. Silver '82, *Amherst Memorial Fellow in International Relations.* Johns Hopkins University.

Lawrence Silverstein '83, *John Woodruff Simpson Fellow in Law.* Columbia Law School.

Priscilla M. Simon '81, *John Woodruff Simpson Fellow in Medicine.* Rutgers Medical School.

Mark R. Staples '83, *Roland Wood Fellow in Directing.* University of Massachusetts.

Arlene J. Stein '80, *Amherst Memorial Fellow in Sociology.* University of California at Berkeley.

Frances Stein '83, *Benjamin Goodall Symon, Jr., Memorial Fellow in Judaism.* Michlelet Bruria Yeshiva for Women.

Emily Stern '83, *John Woodruff Simpson Fellow in Medicine.* Cornell Medical School.

Joseph E. Struckus '83, *Amherst Memorial Fellow in Psychology.*

Gibb D. Surette '80, *John Woodruff Simpson Fellow in Law.* New York University Law School.

Roberta A. Swafford '81E, *John Woodruff Simpson Fellow in Law.* University of Connecticut Law School.

Robert G. Szulborski '81, *John Woodruff Simpson Fellow in Medicine and Neuroscience.* University of Pennsylvania Medical School.

David E. Teitelbaum '83, *Charles B. Rugg Fellow in Law.* Stanford Law School.

Warren E. Tolman '82, *John Woodruff Simpson Fellow in Law.* Boston College Law School.

John C. Torpey '81, *Amherst Memorial Fellow in Sociology.* University of California at Berkeley.

Dana R. Villa '80E, *Forris Jewett Moore Fellow in Political Philosophy.* Princeton University.

H. Theodore Vogt '76, *John Woodruff Simpson Fellow in Law.* Villanova University Law School.

Sherri L. Wasserman '81, *John Woodruff Simpson Fellow in Law and Public Policy.* Harvard Law School/Kennedy School of Government.

Kenneth H. Webb '83, *John Woodruff Simpson Fellow in Medicine.* Cornell Medical School.

Adrienne E. White '82, *Amherst Memorial Fellow in Public Health Administration.* University of Southern California.

Milton L. Williams '83, *John Woodruff Simpson Fellow in Law.* University of Michigan Law School.

M. Laurie Wirt '80, *John Mason Clarke 1877 Fellow in Environmental Geology and Geomorphology.* University of Arizona.

Heidi M. Wurzel '83, *Henry P. Field Fellow in History.* Ecole Normale Supérieure.

STERLING P. LAMPRECHT SCHOLAR

David F. Wallace '84, *Philosophy, Amherst College.*

NATIONAL FELLOWS AND SCHOLARS

M. Michele Heisler '83, *Watson Fellow.*

Elaine Wong '83, *Watson Fellow.*

Christopher A. Coons '85, *Truman Scholar.*

Frederick S. Lane '85, *Truman Scholar.*

AMHERST DOSHISHA FELLOW

James A. Squires '83, *Amherst House, Doshisha University, Kyoto.*

DEPARTMENTAL FELLOWS

Nancy E. Pick '83, *Teaching Assistant, University of Dijon.*

Heidi M. Wurzel '83, *Exchange Fellow, Ecole Normale Supérieure, Paris.*

Enrollment

CLASSIFICATION BY RESIDENCE

(FALL 1982)

UNITED STATES

New York	362
Massachusetts	290
Connecticut	141
New Jersey	85
Pennsylvania	83
California	65
Illinois	54
Maryland	46
Ohio	45
Michigan	33
New Hampshire	28
Virginia	23
Texas	22
Maine	20
Florida	18
Missouri	17
Vermont	17
Minnesota	16
Rhode Island	16
Colorado	11
Washington	11
District of Columbia	10
Georgia	10
Wisconsin	10
Delaware	7
North Carolina	6
Puerto Rico	6
Tennessee	5
Alabama	4
Alaska	4
Indiana	4
New Mexico	4
Arizona	3
Iowa	3
Nebraska	3
Virgin Islands	3
Arkansas	2
Hawaii	2
Kentucky	2
Montana	2
Oklahoma	2
Oregon	2
Utah	2
Mississippi	1
South Carolina	1
West Virginia	1
Idaho	0
Kansas	0
Louisiana	0
Nevada	0
North Dakota	0
South Dakota	0
Wyoming	0
	1,502

NON-USA

Japan	9	Bahamas	1
Canada	7	Botswana	1
England	5	Finland	1
France	5	Italy	1
West Germany	4	Malaysia	1
Ghana	2	Philippines	1
Greece	2	Portugal	1
Ireland	2	South Africa	1
Kenya	2	Uruguay	1
Korea	2	Total	49
		Grand Total	1,551

SUMMARY OF ENROLLMENT FALL 1982*

Seniors, Class of 1983	397	Exchange Students	
Juniors, Class of 1984	355	Full Time	13
Sophomores, Class of 1985	403	Part Time	0
Freshmen, Class of 1986	366	Sub Total	1,534
Sub Total	1,521		
		Graduate Students	0
		Special Students	
		Full Time	0
		Part Time	17
		Total	1,551

*Not included are the 69 Amherst students who are on leaves of absence away from Amherst as of the first semester, 1981-82.

Index

Administrative and Professional Officers 24
Admission 43
Advisors 63
American Studies 77
Amherst College 33
Amherst House 37
Anthropology 84
Army and Air Force Reserve Officer Training Corps 36
Asian Languages and Literatures 91
Asian Studies 93
Associated Kyoto Program, The 36
Astronomy 97
Attendance 55

Bachelor of Arts 61
Bills, payment of 44
Biology 101
Black Studies 106

Calendar, 1983-84 iv
Chemistry 113
Classics 117
College Advisors 63
College Fellowships 271
Colloquia 122
Committees of the Faculty 22
Comprehensive fee 44
Conduct 53
Contents iii
Cooperative Doctor of Philosophy 67
Corporation of the College 3
Course descriptions 71
  American Studies 77
  Anthropology 84
  Asian Languages and Literatures 91
  Asian Studies 93
  Astronomy 97
  Biology 101
  Black Studies 106
  Chemistry 113
  Classics 117
  Colloquia 122
  Dramatic Arts 123
  Economics 130
  Education 137
  English 138
  European Studies 150
  Fine Arts 153
  Five College Courses 257
  French 240
  Freshman Courses 71
  Geology 161
  German 165
  Greek 119
  History 169
  Introduction to Liberal Studies 71
  Latin 121
  Latin American Studies 184
  Legal Studies 185
  Linguistics 187
  Luce Seminars 187
  Mathematics 188
  Music 195
  Neuroscience 202
  Philosophy 204
  Physical Education 208
  Physics 209
  Political Science 215
  Psychology 227
  Religion 232
  Romance Languages 238
  Russian 252
  Sociology 87
  Spanish 247
  Women's Studies 257
Course Requirements 62
Curriculum 63

Dance 124
Degree Requirements 61
  Advisors 63
  Bachelor of Arts 61
  Cooperative Doctor of Philosophy 67
  Interdisciplinary Major 64

  Liberal Studies Curriculum 63
  Major requirement 63
  With Honors 65
Delinquencies 59
Departmental Fellows 291
Departmental Fellowships 276
Dormitory Governance Fee 44
Doshisha University 37
Dramatic Arts 123

Economics 130
Education 137
Educational leaves 57
Emeriti 4
English 138
Enrollment 292
European Studies 150
Examinations 57
Exchange Programs and Study Abroad 35
Expenses 44
Extensions 57

Faculty 4
Faculty Committees 22
Fees 44
Fellows 283
Fellowships 271
Field Study 66
Financial Aid 47
Financial Aid Booklet 44
Fine Arts 153
Five College Cooperation 34
Five College Courses 66, 257
Folger Shakespeare Library 38
  Officers 39
French 240
French Department Fellowships 276
Freshman Courses 71

Geology 161
German 165
Göttingen Exchange 36
Graduate Fellows 29
Greek 119
Guarantee deposit 45

Health fee 44
History 169
Honors 268
  Degree with 65
  Phi Beta Kappa 268
  Sigma Xi 269

Independent Study 65
Instruction, Courses of 71
Intellectual Responsibility 53
Interdisciplinary Programs 64
Interterm 53
Introduction to Liberal Studies 71

Judicial Board 54

Language Assistants 21
Latin 121
Latin American Studies 184
Lectureships 267
Legal Studies 185
Liberal Studies Curriculum 63
Linguistics 187
Loan funds 49
Luce Seminars 187

Major Advisors 63
Major requirements 63
Mathematics 188
Music 195
Mystic Seaport Program 35

National Scholars and Fellows 290
National Theatre Institute 36
Neuroscience 202

Part-time study 43
Pass/Fail Option 56
Payment of bills 44
Phi Beta Kappa 268
Philosophy 204
Physical Education 208
Physics 209
Political Science 215
Prest, William M., Bequest 48
Prizes and awards 277
  American Studies 277
  Art 277
  Asian Studies 277
  Astronomy 279
  Biology 277
  Black Studies 277
  Chemistry 278
  Citizenship 281
  Classics 278
  Dramatic Arts 278
  Economics 278
  English 278
  French 278
  Geology 277
  Greek 279
  History 279
  Journalism 279
  Latin 279
  Mathematics 279
  Medicine 278

  Music 280
  Neuroscience 280
  Philosophy 280
  Physical Education 280
  Physics 279
  Political Science 280
  Public Speaking 280
  Religion 280
  Russian 281
  Scholarship 281
Psychology 227

Readmission 58
Records and reports 56
Refund Policy 45
Regulations, general 53
Religion 232
Religious Advisors 29
Requirements for degrees 61
Research Assistants 21
Research Associates 20
Reserve Officer Training Corps 36
Romance Languages 238
Rooms and Board 60
Russian 252

Scholarships 47
Sigma Xi 269
Slavic Studies 253
Sociology 87
Spanish 247
Special Topics Courses 71
Student activities fee 44
Student health insurance 44
Student loan funds 49
Study abroad 35
Summary of enrollment 293

Terms and vacations 53
Transfer policy 59
Trustees 3
Tübingen Exchange 36
Tuition and fees 44
Twelve College Exchange 35

Vacations 53
Voluntary withdrawals 57

Williams College—Mystic Seaport
  Program in American Maritime
  Studies, The 35
Women's Studies 257

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